



Blackpool Gateway Academy

WRITING GUIDANCE

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Blackpool Gateway Academy is part of Fylde Coast Academy Trust
"Learning today for a brighter tomorrow"



Writing Guidance

Curriculum Intent

At Blackpool Gateway Academy, we aim to develop, in our pupils, the ability to communicate effectively in speech and in writing and to listen with understanding. Our writing curriculum follows the statutory requirements as set out in the English National Curriculum with the intention of building progression in transcription, composition and vocabulary. We are continuing our journey in which we aim to promote a high standard of language and literacy through a consistent, whole-school approach where pupils will be encouraged to develop a genuine love of writing.

In writing, we aim to ensure that pupils are given the opportunity to:

- Speak, listen and represent ideas in their activities.
- Acquire a wide vocabulary and an understanding of grammar and linguistic conventions.
- Write clearly, accurately and coherently in a range of genres.

Reading and writing curriculum are closely linked and our aim is to provide our children with a cohesive link through the use of high quality texts and models alongside well chosen whole class novels. Through the development of our foundation curriculum, we are ensuring that writing knowledge and skills become embedded across other subjects where writing is used to display curriculum knowledge. This approach will support pupils to develop their writing across other areas of the curriculum and develop their knowledge and skills so they can be applied in other writing activities.

From September 2020 onwards, writing has been taught at Blackpool Gateway Academy through the principles of Pie Corbett's Talk for Writing. This programme is based on the principles of how children learn and enables pupils to orally imitate language, then read and analyse a text type before writing their own version. The programme also builds skills and knowledge and allows pupils to deepen their understanding. All this is done through high quality texts and novels as well as challenging models. At Blackpool Gateway Academy, we are striving for our children to be confident, fluent and accurate writers. We have also introduced the Grammarsaurus programme from February 2024 onwards which helps our pupils to develop and cement their understanding of grammatical concepts to equip them with the tools to be effective writers.

By the end of KS2, it is our intention that pupils are able to:

- read and write with confidence, fluency and understanding
- have an interest in books and read for enjoyment
- use books and what they have read to influence their imaginations and develop their writing style
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres, and be able to write in a variety of styles and forms appropriate to the situation, including digital technology.
- have a suitable technical vocabulary to articulate their responses
- have a good understanding of the English language and grammatical conventions of this

Securing Cultural Capital

As part of giving children a broad and rich approach to writing, we provide the children with opportunities that will give them knowledge of how to succeed in life, giving them opportunities they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include:

- visits from real authors to complete writing workshops and discuss what it takes to become an author
- visits to the local theatre to experience live performances
- whole school writing on a particular theme
- involvement in days such as World Book Day
- entering local and national writing competitions.
- inviting travelling theatres into school to stimulate creative writing weeks.

Curriculum Implementation

The programme of study at Key Stage 1 and 2 focuses on the 3 key elements as outlined in the National Curriculum.

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)
- Vocabulary, grammar and punctuation.

EYFS

In EYFS, children follow the EYFS curriculum. The children have the opportunity to talk and communicate in a range of situations and to practise their developing English skills. Children are encouraged to develop their own emergent writing and are taught letter formation, finger spaces and the use of full stops. Through the RWI Phonic Programme, their phonic knowledge will increase and this is evident in their writing. English in EYFS is taught using the Talk for Writing programme and is assessed against the Early Learning Goals.

KS1

In KS1, children learn to speak confidently and listen to what others say. They begin learning how to form letters within the RWI programme of study and begin to build sentences alongside this. The Talk For Writing principles build on the RWI Phonics learning and allow children to begin to understand sentence structure and the construction of texts. Children are taught writing directly either as part of whole class teaching or in smaller groups. Children work towards 1-2 independent pieces of writing per half term that are used to showcase their writing journey and help support teacher assessment to further their learning.

KS2

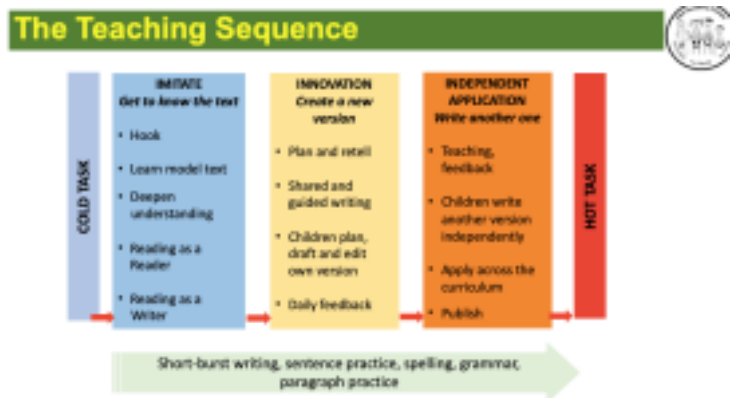
As children move through KS2, they are given the opportunity to explore how the way they speak and write can be changed for different situations. A range of text types is introduced and children are able to identify the features of these and be able to imitate the genre with their own ideas. Children are able to write for different purposes and audiences through fiction and non-fiction text types. Children are encouraged to read widely so they have a range of ideas to draw upon. As children move through KS2, they are expected to write for sustained periods and produce pieces of writing of quality, where a wide range of vocabulary is chosen, writing is punctuated accurately and sentences are chosen for effect. Children in KS2 should be taught to join their handwriting so that by the end of KS2 they have developed a fluent, legible style.

All teachers are expected to:

- Plan well structured, high quality writing lessons, following the Talk for Writing structure and following the Grammarsaurus sequence of grammar teaching.
- Use a range of high-quality texts and film to explore and plan for narrative, non-fiction and poetry.
- Ensure lessons are differentiated to best meet the needs of the class and individual pupils

- within it; within the context of the aspect of English being taught.
- Ensure there are weekly opportunities for short burst or extended writing pieces.

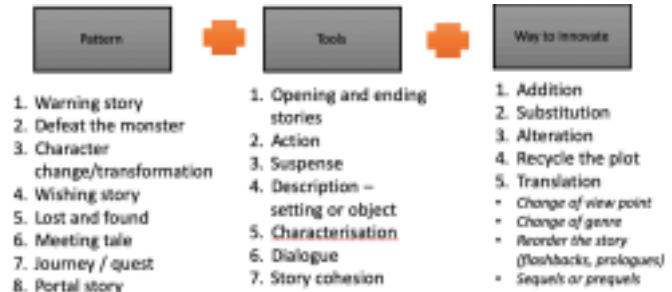
The Talk for Writing programme is sequenced in the following way:



- reciprocal reading strategies- to read and understand the model text
- oral rehearsal of model text
- considering and understanding key features of the genre
- understanding and development of vocabulary
- deeper understanding of text (inference, drama strategies, discussion and debates)
- understanding and developing sentence structures
- understanding and developing spelling and punctuation
- developing own ideas (repetition of some of the above processes to consolidate skills more independently)
- planning effectively
- drafting through modelled, shared and guided writing
- drafting more independently
- reading work aloud to others
- editing and redrafting processes
- independent writing - including knowledge and skills acquired during teaching.

During each fiction unit, the children will learn:

- how the story is **structured / organised** (plot pattern)
- how to write effectively focusing on an **element of composition** e.g. setting, action, suspense etc. (writerly toolkit)
- a way to innovate (e.g. substitution, addition, translation, change of view point and/or genre)



During each non-fiction unit, the children will learn:

- how the text is **structured/organised**
- how to write effectively focusing on the linguistic and grammatical devices the text type demands
- how to write accurately and informatively using a given content
- a way to innovate (e.g. substitution or addition)

Further to this, more independent writing opportunities are developed in other curriculum subjects. This allows children to show how they can use the skills learnt in writing lessons in other areas of the curriculum.

Handwriting is a key skill that is embedded in all areas of the curriculum. The skill of handwriting is taught through the use of the Pen Pals scheme of work (please refer to separate policy).

In order for the implementation of writing to be successful, teachers must have expert knowledge. A range of strategies are to be put in place to ensure teachers have the knowledge and skills to teach writing to a high proficiency.

- High quality CPD (both internal and external)

- Regular staff meetings to ensure updates are passed on and communication effective.
- Support to teachers on an individual basis when required
- Team teaching and peer support
- Opportunities to observe good practise (internally or in other FCAT schools)
- Coaching and monitoring to ensure high standards and understanding at each stage

The TfW process is cumulative and progressive so as children’s writerly competencies develop and strengthen their ability to structure, compose and innovate will become more sophisticated and complex. Children will learn how to become a ‘writer’ and the skills surrounding collecting ideas, drafting, editing and publishing.

Description toolkit			
Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> Use subject-specific vocabulary to describe events and objects. Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. 	<ul style="list-style-type: none"> Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. 	<ul style="list-style-type: none"> Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. 	<ul style="list-style-type: none"> Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. Use simple sentences to describe events and objects. Use simple sentences to describe events and objects.

We have progression documents in place for non-fiction, composition toolkits and grammar. To ensure composition is taught at ARE or beyond. These documents also support the teacher's subject knowledge and pitch.

Assessment

Assessment is used effectively on a daily basis, in order to identify clear next steps in learning. Where misunderstandings or misconceptions arise, individuals and groups of pupils are identified in order to address these. Assessment is most effective at the point of learning and this is the method of assessment adopted, where appropriate, during writing lessons. Where this is not possible, groups of pupils are identified and are given further support through intervention at the closest opportunity. Assessment should focus on the key skills and knowledge being taught and used to ensure that pupils do not fall behind.

Using the interim writing frameworks for each year group (which are stuck into the back of each pupil’s English book), teachers assess objectives after each independent piece of writing. There is a requirement of 6-9 independent pieces to be marked against the framework over the course of the year which are to be a mixture of fiction and nonfiction.

Marking in English

Teachers should follow the school’s feedback policy when marking any written work as follows :-

VF = Verbal Feedback which should be referenced with a VF in the margin and progress should be clearly seen after teacher/TA feedback.

All written work should have a printed LO that clearly states the objective for the lesson and includes a ‘Can I still?’ The LO will show whether the child has worked independently or through the support of a teacher or teaching assistant.

Teachers should highlight evidence of the success criteria with a pink highlighter in the work and cross reference on the success criteria. Grammatical errors and incorrect age-appropriate spelling should be highlighted and actioned by the pupil using a purple pen. Pupils will be given the opportunity to edit their written work and this should be done in a purple pen.

Curriculum Impact

In order to assess that the implementation of the writing curriculum is having a positive impact on learning, a range of assessment tools are to be used. Primarily, first-hand evidence of how the pupils are doing will form the basis of the impact of the curriculum. The evidence for this will be collected in a range of ways, including:

- lesson observations (carried out by SLT and subject lead)
- work scrutinies (all English books with additional evidence collected in foundation subjects)
- pupil voice
- classroom environment monitoring and learning walks
- half-termly moderation with the English Team to ensure judgements are secure.
- floor books scrutinised

All of these strategies combined will show a well planned and taught writing curriculum. The impact of knowledge and skills will be shown through pupil responses, (what they have remembered about the content they have studied) the progress in work produced and the quality of writing the children are able to produce over time.

In addition to first-hand evidence, impact will also be tracked through the internal assessment data. This data is collected for the purpose of assessing pupil progress as the pupils move towards their end goals. It will allow teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly. It will ensure children are on track for the next stage in their education and those that are not can be identified (through regular pupil progress meetings) and steps put in place to ensure sufficient progress is made.

Further to this, nationally generated performance information (found on the IDSR) will be used to inform the full impact of the writing curriculum at the end of each key stage. This will show the progress and attainment measures of pupils, in turn showing how skills have built up over time and have been embedded into long term knowledge. The vast majority of pupils by the end of Key Stage 2 will show they can use the age appropriate skills confidently and consistently to the expected standard or better. As such, they will be well-prepared for their next steps in education at secondary school.

Inclusion

We provide opportunities for all pupils to reach their potential in writing, no matter what their starting points. All children are provided with equal access to our English curriculum.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. The writing curriculum is designed to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language. Pupils who are underachieving will be identified and strategies put in place in order to help them improve their progress and attainment. Work is scaffolded and facilitated so these pupils can take part in lessons alongside their peers building up their skills and knowledge at an appropriate level and speed. Where necessary, teachers will use interventions to help pupils improve their attainment. Interventions usually consist of: handwriting groups, additional guided writing, smaller group teaching, use of Colourful Semantics and Read Write Inc interventions.

Nurture

The ongoing work and ethos of nurture that supports all children's learning and behaviour at Gateway threads into our Writing Policy. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning. To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional, behavioural or mental health need of the child. Through a nurturing experience children become more socially adept, emotionally resilient and self-confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and apply their trauma informed training to the delivery of writing.

Parental involvement

Parents are invited into school to attend workshops which will help them to support their children at home with spelling and phonics. They are invited into school to discuss their child's progress in writing at parents' evenings termly. We encourage our parents to support their children in their homework. A copy of the writing policy, handwriting policy, spelling policy and the long term overviews for English can be found on the website for parents to access.

The Governing Body

The governing body keeps up to date with the progress, attainment and teaching of writing.

Regular reports are made to the governors on the progress of English provision.