

# Writing at Harrow Gate Academy

## Intent

At Harrow Gate, all **writing is purposeful and valued**. We aim to develop **children as writers, who see themselves as writers and have positive attitudes towards writing**.

Writing is a complicated and intricate process, to enable a child to become a writer you have given them a voice, supported them to communicate and provided them with a skill that is vital for all of their schooling and in their life beyond.

*'Learning to write begins – whatever the learner's age - with seeing oneself as a writer, doing things writers do, and thinking the way writers think. **This is a matter of identity**, not of instruction, or of effort, or even of desire to learn. Teacher has a crucial role to play here, not in teaching the technicalities of writing, but in **engendering appropriate attitudes to writing**'.*

Smith, Frank (1994:180) Joining the Literacy Club

## Implementation

**CLPE is at the heart of our English curriculum.**

We pride ourselves in being a CLPE Power of Reading Associate School.

Writing always has to have a **real purpose and authentic audience**.

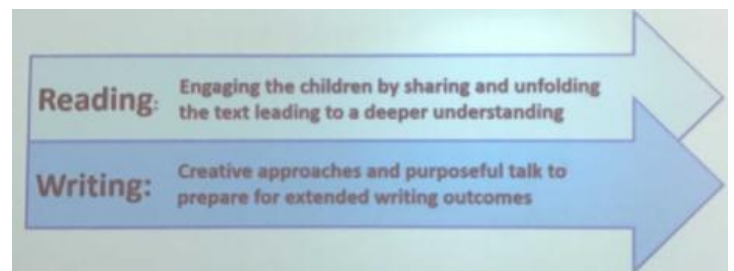
Children need to know that their writing will be **valued by a reader**

whether that is themselves, their peers, or an adult in school, parents or a wider audience on Twitter.



**Reading** plays a crucial role in developing writers. Children are immersed in **high quality texts**.

Each half term, each class reads a different high quality text that has been carefully selected on the text based curriculum map. Each classroom will have **'books that remind me of'** which are other high quality texts that relate and support the main text. Time is invested in high quality texts so that the children are engaged with the reading which results in them wanting to write and knowing what to write about.



Harrow Gate Primary text-based curriculum  
Year 2 Autumn 1

Before the unit - Make a prominent 'Poet Tree' display upon which members of the school community can stick their favourite poem, recommending it to others. **Become familiar with CLPE's Poetryline website** as well as those belonging to the poets themselves and other sites that enable the children to watch the poet reading their own poems. It is important for the children to see a poet perform a poem as it was intended to be read. Make a class collection of poetry books; collections by the same author and anthologies, planning in regular browsing and independent reading time when the children can access the books.

<p><b>This unit has been selected to enhance the children's love of language and reading whilst they are mastering Punctuation and Grammar.</b></p> <p>A careful selection of poems, both familiar and new, that lend themselves to being performed in a range of collaborative ways. Over all aims for this unit:</p> <ul style="list-style-type: none"> <li>To make choices in selecting poems for <b>anthologies</b>;</li> <li>To explore, interpret and respond to <b>poetry</b>;</li> <li>To explore rhythm, rhyme and pattern in a range of <b>poems</b>;</li> <li>To respond to and play with language in <b>poetry</b>;</li> <li>To use poetry as a stimulus for <b>art</b>;</li> <li>To perform in response to <b>poetry</b>;</li> <li>To compose and perform own poetry.</li> </ul> <p><b>The Place Value of Punctuation and Grammar</b></p> <p>This term the children will be mastering punctuation and grammar through the explicit teaching of</p>							
<p>Writing opportunities are highlighted within all subject planning documents (MT planning) and the English expectations (linked to NC) are stated below.</p>							
Reading	Scanning and close reading	Listen to, discuss and express views about books at a level beyond that which they can read independently	To be able to recognise simple recurring literary language in stories and poetry	To discuss and clarify the meanings of words, linking new meanings to known vocabulary	To be able to discuss favourite words and phrases	Explain and discuss their understanding of poems and other material, both those that they listen to and those that they read for themselves	Participating in discussion about poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
Oracy							
Teaching sequence	<p><b>Poems to Perform Teaching Sequence 0.pdf (clpe.org.uk)</b></p>						
By the end of the sequence the children must:	Be able to perform a poem to heart.	To be able to link what they read and hear to their own experiences	Children have an increased vocabulary and word understanding	Children can read aloud with appropriate intonation –	Children can identify and name the features of a poem using the	Children use the correct letter formation to ensure	Children use their PVPG knowledge to deconstruct a poem
							Children use phonetic knowledge to write with fluency to compose their own poem

We use a range of **creative teaching approaches** that build imagination, provide opportunities for ideation and give time for oral rehearsal. Approaches such as role play and drama also promote engagement and attainment in writing.

We use the **CLPE teaching sequences** that go with the high quality text as a starting point. We then use a carefully planned text-based curriculum approach to identify writing opportunities and the teaching strategies

that will be used to support the children's writing.

Spelling and handwriting are taught discretely but opportunities often arise in texts to consolidate the spelling patterns taught.

Grammar objectives are identified as suggested by the schools use of the Grammarsaurus programme, careful consideration is given to how this will be taught so that lessons are purposeful to what the children are writing and need. This provides them with opportunities to see **grammar in action** when reading and also to use it in a **purposeful and meaningful way**. Grammar objectives have been closely matched with the half termly text. At the beginning of Autumn 1, in each year group, The Place Value of Punctuation and Grammar is followed by Poetry throughout the school.

Opportunities for **publication** are identified in the planning stages and a range of outcomes including book making, movie maker and green screen are amongst some of the ways that children publish their writing for a wider audience.

**Environments** allow children to access the tools and resources they need to become **independent writers** by the end of year 6.

### CLPE Reading and Writing Scales

The CLPE Reading and Writing Scales describe the journey that children make in order to become literate. They help teachers to understand what progression looks like in reading and writing. The pedagogy underpinning the scales and the 'Next Steps' is grounded in a coherent theory of children's language and literacy development. The scales are designed to support and develop teacher subject knowledge in literacy development, not to set out a linear sequence of targets that children need to reach in order to move to the next phase.



**Writing is a journey.** It is important that teachers understand where their children are on the scale so that they can support them in their next steps on their journey to becoming an independent writer. The scales are used to develop teacher's understanding of the continuum of literacy learning.

### Impact

Our school provides a **text rich reading and writing environment** that allows children to thrive as writers.

It is a place where children see themselves as writers, are developing positive attitudes towards writing and their own authorial voice. Our vision is to become a **'writing for pleasure school'** where children choose to write because they enjoy writing.

### Moderation

Moderation enables teachers within a school to develop and apply a **consistent and concise language of assessment**. We use a TA framework to arrive at a judgement on each pupil, focusing on the way pupils

writing meets the statements. It is vital **that judgements are made objectively** therefore we moderate in teaching partnership and across the key stage. We also moderate across the Trust schools.

Writing outcomes have been carefully selected on the text-based curriculum which children write independently. These pieces of work are then marked following the marking and feedback policy alongside the TA checklist.

The writing outcomes are then moderated across year group teams before the phase moderation with the English lead which will happen termly. Around 15 percent of children's work will be moderated at the end of each term.

*\*It is the responsibility of class teachers to ensure that all moderation activities are complete.*