



What does writing look like at Humberston Cloverfields Academy?

Intent

At Humberston Cloverfields, it is our intention to support our children so they develop into articulate and imaginative communicators, who are well equipped with the basic skills they require to become life-long learners; English writing is key in this. We aim to ensure all of our children develop a genuine love of language and the written word through a mastery approach.

Careful links are made across the curriculum to ensure that children's writing is relevant and meaningful: where possible linking writing to the quality text and the topic that we are covering. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are developing.

Implementation

At Humberston Cloverfields, we are dedicated to teaching a quality English curriculum, which writing is a part of.

This is implemented through:

- our English, two year Long Term Plan, which carefully sequences writing genres across each phase, ensuring children are provided with the opportunity to revisit them, building on their prior knowledge. This ensures they 'master' writing these text types for various purposes, during their time at primary school.
- careful links are made across the curriculum to ensure that children's writing is relevant and meaningful: where possible linking writing to the quality text and the topic that we are covering.
- the use of working walls in each classroom, which are made up of work in progress, ideas from pupils, visual stimuli and examples of skills learned and applied. The wall is a teaching tool for everyone to access and use.
- the use of an initial stimulus, which is often linked to the core text, eg. book, picture, film clip, Immersive Classroom, drama, memorable experiences or educational visits

- the teaching of text interrogation where links with grammar, vocabulary, literary techniques and punctuation skills are made.
- discrete lessons, where grammar and punctuation, required by the genre is taught.
- the use of scaffolding to support learners.
- modelled writing, where the adults model writing to the class and or a specific focus group, demonstrating the writing stages, sharing their thoughts & questions out aloud and responding to pupil input. Pupils and adults discuss reasons for choices, using learning partners.
- paired or group writing where pupils work together to produce a phrase, a sentence or two, a paragraph, chapter or whole narrative (age and writing stage appropriate).
- independent application, where the children write for a real purpose e.g to inform, persuade, to report on an experiment outcome or create fiction for a known audience. Children apply the skills and techniques learned and practised throughout the writing sequence. They are supported through the use of scaffolds, referring to the working wall and any learning they have previously completed during the process.
- the drafting process, which children learn as they move through school. Drafting and re-drafting elements of their writing, after their partner has critiqued their learning is a key component of the writing sequence. After the editing process, the finished piece is written in the Author's Book. On occasions, the writing is also performed depending on the genre e.g. writing a film script and then filming it; performing poetry; creating a book or presenting and performing in the Immersive Classroom.
- pupils are introduced to specific authors, through People Day, helping to develop an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.

Critique

Collaboration and critique is a significant part of the writing sequence at Humberston Cloverfields. Children are encouraged to read through each other's writing at the paired proof-reading and editing stage.

In KS1, when they are ready, pupils are taught how to look for specific things within the writing, eg. capital letters at the beginning of a sentence; a full stop or an adjective.

In KS2, peer assessment, using a rubric, is an integral element of writing sessions.

Purple pens are used in both key stages when acting on verbal or written critique given by a partner or an adult. When feedback is given, children are encouraged to be kind, helpful and specific.

Impact

By the end of Y6, we ensure that children develop confidence and enjoyment as a writer, developing the necessary skills so they can write for different purposes in other subjects of the curriculum. Children build and apply a repertoire of knowledge, skills and understanding in order to write a variety of genres for different audiences. Our children make good progress from their starting points and from their KS1 results.

Pupil's skills and knowledge are assessed continually by the class teacher, throughout lessons. This informs the English leader of any further areas for curriculum development, pupil support and/or training requirements for staff.