



Writing at Rodbourne Cheney Primary School



Intent

At Rodbourne Cheney Primary and Nursery school our main aim in English is to embed and provide a lifelong love for reading and writing in all children no matter their ability, background or home life as we have identified this a defining factor in their attainment in all areas of English and beyond. We passionately believe that this is best done through setting quality texts at the heart of our curriculum and exposing children to a range of quality literature from the first moment they enter our school. The Planning at Rodbourne Cheney and Nursery School is therefore all linked to a central text and the skills of reading, writing and grammar are all interwoven.

We are acutely aware of the need to level the vocabulary gap for all our children ensuring that all children are given exposure to a rich range of vocabulary through the use of quality texts in English and the high level of language used by all adults in school as well as the systematic teaching of vocabulary. We aim to provide children with the linguistic skills they will need to take advantage of every opportunity throughout their future education through both the high quality texts that they are taught alongside high quality back and forth discussion about these texts in class.

Providing our children with a range of writing opportunities allows them to step into the writers' shoes that they have been studying. Children are given opportunities to write for a range of purposes and audience. When the writing they are producing is for a concrete purpose, this allows them to develop all areas of their writing. Children will produce two quality pieces of writing per term as well as a range

Implementation

At Rodbourne we use high quality texts to teach our English units. These high-quality texts are carefully selected by the head teacher – with the input of the teachers - for their grammar and vocabulary content. The children become fully submersed in the text and both reading and writing objectives are taught to make sure that the children make progress.

Each term, children are given the opportunity to write a high-quality piece of fiction and non-fiction writing that is planned, written, edited and revised. These pieces are each the final outcome of three phases of learning.

Phase one – Immersion

In this phase, children are given an experience to immerse them in their text. They then learn two writing skills selected from our progression documents and practice these skills in two "Skill Writes" in order to freely use them. These skill writes will use a range of genres that the children have learnt in order to keep their skills sharp.



Phase two – Skills

Again, the children will focus on two challenging writing skills and then have an opportunity to practice them. At the end of this phase, the children will plan their final outcome.

Phase three – final outcome

This phase is where children get to put the skills that they have learnt into practice. They will produce a high-quality piece of writing – first fiction, then non-fiction - that will contain the taught skill and be inspired by the text. The genre will then be mapped on our school's long-term genre document.

Spelling is taught 4 times a week for 10-15 minutes. We follow the Essential Spelling scheme. This scheme focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to all words. We use 'Letter Join' which is a fun and interactive handwriting programme which uses a variety of different activities.

Writing is continually assessed through our robust marking in the moment. This enables the teacher to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching and learning. Each teacher also uses our distance marking sheet to mark the end of unit pieces to identify work that needs praising, basic errors and common misconceptions and identifying where individuals need further support. This helps teacher to adjust the next section of their medium-term plan if necessary.

Impact

By the time children leave our school they will:

- Make good progress from starting point
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes
- Acquire a wide vocabulary and have a strong command of the written word