

SUBJECT ON A PAGE

ENGLISH WRITING

At Stilton C of E Primary Academy we encourage our children to be curious learners as we believe this is key to learning across the curriculum.



INTENT - We aim to...

Create an engaging curriculum which inspires a love for writing based on audience and purpose.

Provide children with the essential tools in spelling, grammar and punctuation, to support their own independent writing.

Challenge and encourage children to use their curiosity and imagination to create their own writing.

Support children to become independent writers with an understanding of the writing process such as planning, editing and redrafting.

Promote a love of reading high quality texts, with a view of broadening children's reading experiences of themes, genres and text types, (in support of writing).

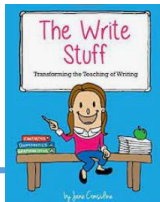
IMPLEMENTATION - How do we achieve our aims?

High quality texts/ models are used to support children's own independent writing, being used and adapted by class teachers to support NC objectives and gaps of knowledge in learning.

Progression of writing (across year group and Key Stages) linked to NC expectations and the Academy KLI frameworks. This takes into account links between text types and purpose for writing.

Text types, grammar focuses and spelling patterns are revisited throughout the curriculum.
Short term plans developed by class teacher and evident through unit learning objectives sheets within books.

- Long Term plans are created in line with the Academy KLI's, NC coverage and have 'The Write Stuff' planning for support (used from Year 1). This is evident within the school writing canon. We believe that using the key principles from these resources not only supports our curriculum content but also our school vision of being curious about the written word. Lesson structures support the gathering of vocabulary and reinforce the curiosity around language and composition. Teachers follow a similar lesson structure throughout the school, which follows experience days (immersing the pupils in a theme/ concept), sentence stacking sessions which support SPAG, sentence type focuses, features and text structures and planning/editing and drafting sessions, which enable pupils to understand the writing processes.
- Sentence stacking sessions follow short-burst teaching sections with vocabulary gathering at the heart of the session. The whole class are then given a model by the teacher which becomes a shared writing model with the class. This supports the children by giving them a base from which to structure their own writing but also gives confidence to writers to develop their own sentences using the same themes.
- Working walls are used to support pupils through the writing process. Reminding pupils of the purpose for writing, the key sentence types and features being learnt or revised, as well as showcasing the children's written sentences as a model for pupils throughout the process.



Developing fluency with Grammar and Punctuation

Daily SPAG sessions with 3-4 questions aimed at supporting recall of SPAG facts learnt in each year group.



Handwriting

Stilton school follow the 'Letter Join approach' to cursive handwriting. This begins within Year 2.

From KS2, children are awarded bronze, silver, or gold when moving towards a pen licence. Once they achieve these across the curriculum, they receive a platinum award and their pen licence.



Spelling

The school use the Read Write Inc spelling programme to keep the learning of spelling consistent throughout both Key Stages. This carries on from the Phonics approach in KS1 and allows the children to use the same patterns and rhymes to support their spelling.



IMPACT – How will we know when we have achieved our aims?

Children will be able to independently demonstrate their knowledge of spelling, grammar and punctuation taught through independent writing tasks. This will be individual to the child where support is needed, taking into account the child and their own academic ability.

Pupils will be able to discuss and explain their learning through Pupil Voice sessions, (with the aid of used resources and their class books if needed).

Summative assessments completed throughout the year – Independent writing pieces per text type, SPAG tests for Year 2 and Year 6, No More Marking writing throughout the year.

Senior leaders will be able to see consistency between writing lessons taught, and working walls used, as well as work completed within books (through learning walks and book looks).

Verbal feedback and marking given in real time, where possible, to enhance writing experience for pupils. Self-editing and peer-editing to be seen writing editing and drafting process.

Staff will talk and deliver writing lessons passionately within their classes. Sharing their strengths in the area and asking for support when needed to further their confidence in the subject. (Subject leaders to support as well as use of 'The Write Stuff' training videos).



PROGRESSION - How does learning progress throughout the school? (More depth seen in school writing canon).

- Progression of **spelling, punctuation and grammar** is in line with the NC and the Academy KLI's.
- **Vocabulary** progression supports learning through the Key Stages, focusing of Grammar, punctuation, sentence structures, features and purposes.
- High quality texts have been chosen to support the text type progression across a year group and key stage, including fiction, non-fiction, poetry and scripts. Where possible, the texts may correspond with prior learning from the foundation subject curriculum, either within the same term or the one after knowledge has been learnt.

	Text Type progression
EYFS	Simple narrative/ Simple report
KSI	Simple recount/ Simple instructions/ Simple report/ Simple Narrative/ Poetry/ Simple letter
LKS2	Explanation report/ Persuasive text (inc a letter)/ Non-Fiction Report/ Narrative text/ Poetry/ Instructional writing/ Biographies
UKS2	Explanation report/ Persuasive text (Speech)/ Non-Fiction Report/ Narrative text/ Poetry/ Biographies/ Discussion texts/ scripts

	Oracy progression
EYFS	Develop social phrases/ talk about stories/ retell stories/ learn rhymes and poems/ listen to and talk about selected non-fiction.
KSI	Read own sentence/s aloud in presentation voice to a group./ Use oral punctuation to punctuate oral sentences./ Learn and retell a short story/ Learn by heart and recite a short classic poem
LKS2	Read their completed work aloud in a presentation voice/ Retell a story/ Learn and recite a poem - <i>Reading link</i> / Plan, prepare and deliver a presentation.
UKS2	Read completed work aloud in presentation voice/ Learn and recite poem with prosody - <i>Reading link</i> / Plan, prepare and deliver a presentation.

Unit progression

- *Looking at modelled text as a class
- *Finding the plot points/ or shape of non-fiction
- *Experience days - to enhance creative writing
- *Sentence Stacking sessions - which are used to support sentence writing, vocabulary gathering and SPAG.
- *Planning sessions - including story mapping and success criteria
- *Independent writing sessions
- *Editing and re-drafting

Lesson progression

Sentence stacking session:

- *Vocabulary gathering
 - *Talk partner discussion (if needed)
 - *Look and go through teacher model/demonstration
 - *Work together to create a working model (children help improve teacher model)
 - *Children complete own independent sentence using the model for support where needed but deeply encouraged to create own using vocabulary and ideas gathered.
- (Structure completed 2-3 times per lesson).