



WRITING

Intent

At The Blessed Sacrament Catholic Primary School, we aim for all our pupils to be capable writers, spellers, and speakers who can transfer their English skills to other subjects and who are prepared for the next steps in their learning. We aim for them to be independent, resilient and self-motivated learners. We encourage them as writers by, teaching them how to write effectively for a range of purposes and readers as well as writing with interest, commitment and enjoyment.

Implementation

At The Blessed Sacrament Catholic Primary school, teachers are provided with half termly overviews which succinctly identifies the key learning to be taught through each text type as well as areas of Grammar. Writing is taught using a model based approach where children analyse a text, produce a modified version and then complete an independent piece of writing. Teachers then identify areas across the Curriculum where these different text types can be practised across the Curriculum. Teachers also have access to the 'No nonsense spelling' programme to support the teaching of spelling as well as 'Penpals' to support the teaching of handwriting.

Impact

At The Blessed Sacrament Catholic Primary School, we constantly assess children's work in Writing by making formative judgements during each lesson and children are given immediate feedback on how to improve and up level their writing. Summative judgements of writing are made termly in relation to year group expectations which are then analysed by the Writing subject lead. Year groups and Phases complete termly writing moderations, either in school or within the cluster. The Writing subject lead creates a portfolio of writing for further reference and moderation throughout the year.

Curriculum Coverage

Throughout school we cover a variety of genres within each year group. The full coverage for each year group can be found on the Yearly overview.

Here are selection of texts which feed into our writing.

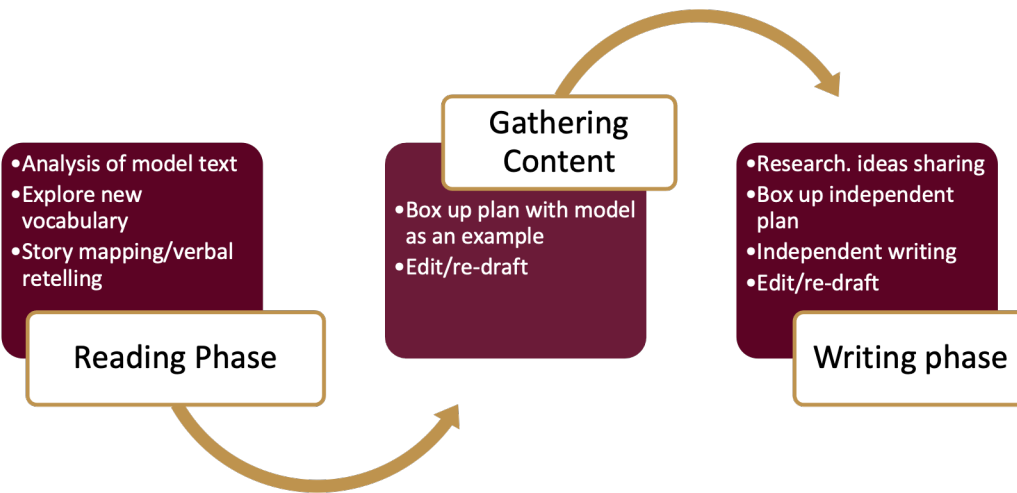


This Year's Focus

1. Ensure that teachers are confident in their delivery of the Writing Curriculum.
2. To develop the quality of cross-curricular writing.
3. To ensure children make the expected progress in writing, identifying children that require further support.

EXPECTATIONS

Learning Model



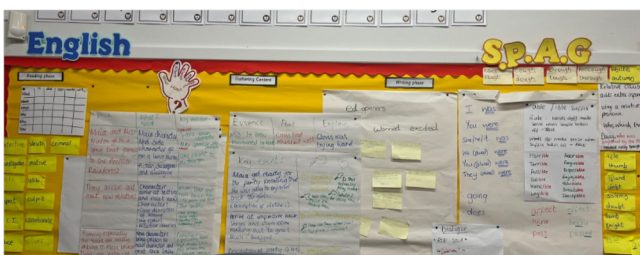
Working Wall

- Current English half termly overview.
- Key vocabulary with definitions or pictures.
- Model text or story map of the model text
- Features of the text type e.g. a toolkit

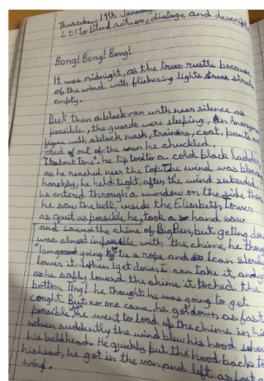
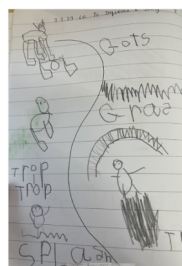
Books

- English cover sheet for each text type
- KS2 children to write in pen
- Teachers to mark in green and pink (next steps)
- Children to respond to work in red pen

Display



Examples of work



Assessment

- Ongoing teacher assessment during lessons.
- Termly assessment judgements made on Arbor, based on independent pieces of writing,
- Moderation of writing (in school/cluster)