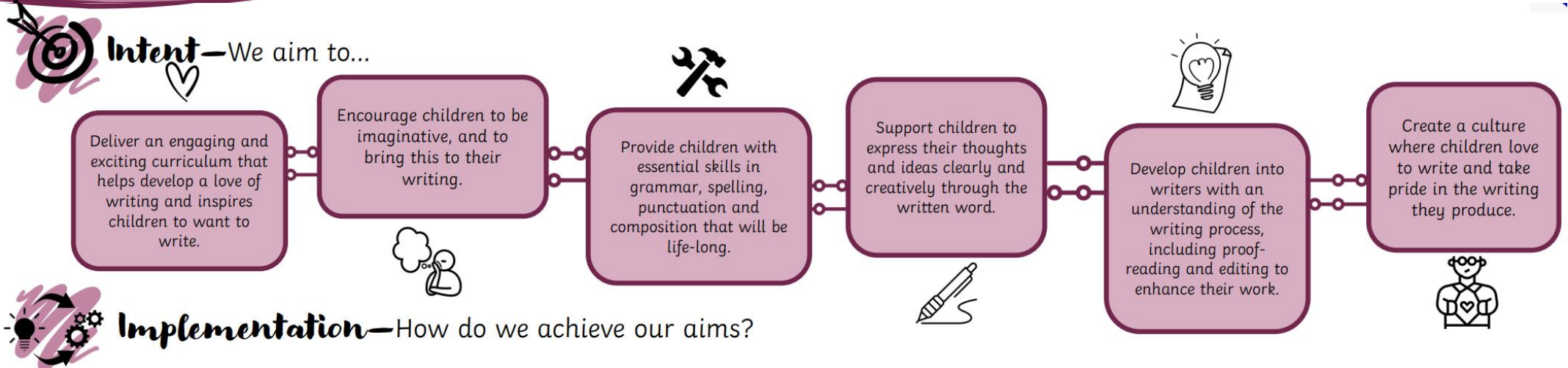




## Subject on a page:

# Writing

**At The Meadows, we believe English is an integral part of the curriculum: a subject that not only stands alone but one that should be an essential part of all learning.**



### A mastery approach

**Effective composition involves forming, articulating and communicating ideas and then organising them coherently for the reader. This requires clarity, awareness of the audience, purpose and context, as well as an increasingly wide knowledge of vocabulary, spelling and grammar. In writing lessons, children are taught essential 'mastery skills' and knowledge to draft a text type based on an adult's model, in order to develop and build stamina. Children from Years 1 to 6 are taught how to apply the grammar, punctuation and vocabulary appropriate for various text types through explicit modelling and use of scaffolds to support their own writing. During each lesson and independent writes, pupils then have opportunities to apply these skills. Each lesson includes editing and improving, in which pupils are taught to re-read and make any changes to sentence structure, grammar and spellings.**

### High quality texts

**At The Meadows, we follow Pathways to Write. We choose high-quality and engaging texts to discuss and learn from when planning modelled writing. Texts are used to explore layout and language features of specific genres and are always high-quality and rich in vocabulary. We teach children the mastery keys that build upon each other to develop our children into creative writers. Using the style of writing of the author, key features are explored that the children will then need to independently apply in their own writing. Teachers across the school have access to Pathway to Write resources for model texts, which contain spelling, grammar and punctuation features appropriate for their year group and text type. Teachers adapt and write their own models to ensure the key skills—identified from the progression document—are adequately demonstrated.**

Grammatical sense: words are segmented appropriately and ordered to create main clauses.

Use of capital letters, full stops, exclamation marks and question marks.

Letter formation: letters are correctly formed and of appropriate size; upper and lower case letters are used correctly

Use of commas for a list.

Use of co-ordinating and subordinating conjunctions.

Tenses are correct.

Basic cohesion of writing is evident: sentences are related; pronouns to avoid repetition.

Use of adverbials and prepositional phrases.

Use of commas to mark fronted adverbials and subordination.

Developed cohesion: sentences are linked; content is relevant; paragraphing is accurate.

Inverted commas and other punctuation is used correctly to demarcate direct speech.

Varied sentence structures: varied sentence openings; varied sentence lengths; choosing positions of subordinate clauses for variation and effect.

Appropriate register used for the text type: formality, tone, author's voice.

Varied content: varying the way in which information is delivered to the reader e.g. through additional clauses or phrases, use of layout devices, etc.

Word or phrase choice is careful, deliberate and purposeful.

Use of parenthesis.

Use of further punctuation, such as dashes, brackets, colons and semi-colons, bullet points.

## Powerful Words

**We understand the importance of arming children with a wide vocabulary for reading, writing and oracy. We provide the children with Tier 2 and 3 vocabulary to use in their writing and pull out the vocabulary within the texts we read. We play lots of games using the vocabulary, giving the children the meaning of each word in content. This could be done using images, matching definitions and the children repeating the words. Vocabulary is explicitly planned and delivered. Vocabulary that children can use is displayed on working walls and washing lines.**

## Rigorous and consistent spelling

**In Reception and Key Stage 1, Read Write Inc phonics is used to teach spelling. We also have RWI trained staff working in Key Stage 2 to support any children that need further consolidation of systematic synthetic phonics. After RWI, we use Spelling Shed. This focuses on teaching spelling concepts and seeking patterns. Statutory words for each year group are practised regularly and the etymology of words are taught within spelling lessons.**

## Writing for a range of purposes

**Children across school learn to write a range of text types for a variety of purposes and audiences. Children revisit, develop and strengthen the mastery skills taught in each unit through a Literacy Shed unit. This provides the children with the opportunity to enhance their understanding of a writer's craft and see themselves as writers. Teachers plan authentic opportunities to motivate children's writing, including opportunities to publish writing for intended audiences.**



**Impact**—How will we know we achieved our aims?



By engaging in and listening to high quality texts, children display enthusiasm for their English work and can discuss stimuli and models confidently.

The impact of our writing curriculum goes beyond the results of teacher assessments and allows children to communicate their learning across the curriculum.

Children take pleasure and pride in writing, sharing their work with their peers, staff and parents.

Children use vocabulary and grammar correctly in their spoken language and apply this to their written work.

Children develop independence in writing and make accurate choices in their writing style throughout the year, building on their prior learning in subsequent year groups.

A high number of children achieve the expected standard or higher in end of year, and end of key stage assessments in both writing and GPS. Through targeted intervention, those who find writing challenging are helped to make accelerated progress.