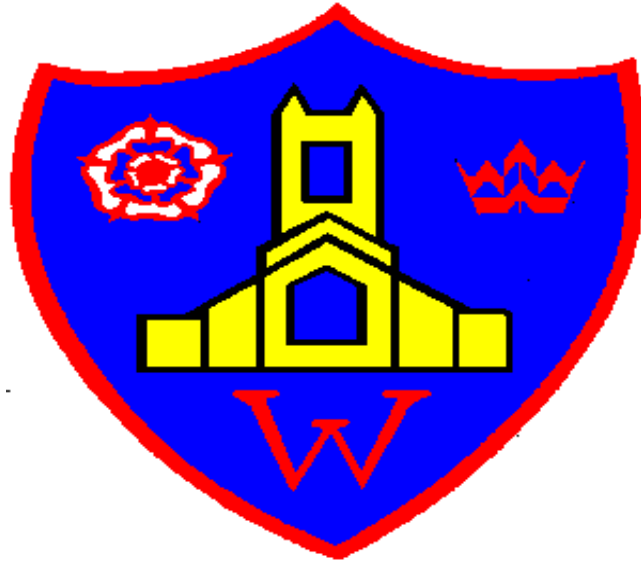


WALMSLEY C.E. SCHOOL

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English Writing Statement

Date Drafted	Dec 2021
Policy Written By	R Cahill
Date Reviewed	Sep 23
Date of Next Review	Sep 25
Responsible Committee	School Effectiveness

As a school we pledge to:

...be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment

...work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity

...give ownership of the opportunities presented to the school family thus enabling them to reflect on their time at Walmsley with pride

Statement of Intent

Walmsley C of E follows the statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS curriculum. We aim to deliver a high-quality English education that will teach pupils to speak and write fluently so that they can communicate their ideas to others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Our curriculum promotes high standards of language and literacy by developing pupil's command of the spoken and written word, whilst promoting their love of literature through widespread reading for enjoyment. Our English curriculum is carefully planned to meet the needs of all pupils, including those who are disadvantaged or with SEND needs.

We aim to ensure that all pupils:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, including writing for 'real'.

Curriculum Implementation for Writing

Our English curriculum is implemented through careful planning, teaching, assessment and feedback. We follow the 'Literacy Pathways to Write' and 'Literacy Pathways Poetry' programmes.

Pupil's writing is developed in English lessons and throughout the whole curriculum. Pupils develop their stamina and writing skills to write independently and confidently at length, with accurate spelling and punctuation. Pupils are taught phonics throughout EYFS and KS1 and spelling

rules and patterns are explored throughout school. Children develop their grammatical knowledge, which is reinforced and built upon as they progress through school. Pupils are expected to apply grammar, phonics and spelling rules in their independent writing. Writing includes many genres including narratives, explanations, descriptions, comparisons, summaries and evaluations. These techniques are taught through English and are applied through the curriculum with the same consistent high outcomes expected across books. The Literacy Pathways Feature Keys document details what the expected features are of each genre for each year group.

Staff will ensure that the development of writing is closely linked with reading, speaking, and listening. Children will be encouraged to enjoy writing in literacy rich environments that will encourage participation in a range of writing activities.

Guidelines:

1. Children will have frequent opportunities to write in different contexts and for a variety of purposes and audiences, including for themselves.
2. Writing activities will include both fiction and non-fiction opportunities.
3. Use all areas of the curriculum and children's experiences to provide opportunities for writing with real purposes and for real audiences.
4. Teachers will model writing to and alongside their children, sharing and talking about the writing process.
5. Children will be taught to use a range of sentences and age appropriate punctuation correctly.
6. Children will be taught to develop a sequence of ideas with an end goal in mind.
7. Children will have the opportunity to draft and edit selected pieces of work.

We ensure that the curriculum is taught in line with our aims:

- The English curriculum is delivered as a discrete subject and reinforced throughout the curriculum.
- There is a consistent approach used throughout EYFS, KS1 and KS2.
- The statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS curriculum is followed. This promotes an English curriculum that is progressive and allows children to build upon previous learning.
- Expert teacher subject knowledge is developed through in-house training and external training where appropriate.

- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively in writing.
- Hooks are used at the beginning of units of work to engage children and immerse them in their learning.
- First-hand experiences are included to help children make connections and remember more.
- The English curriculum is adapted, through appropriate differentiation to meet the needs of all learners and prepare them for the next stage in their education. This is explicitly detailed on the weekly planning proformas.
- Vocabulary is selected and taught explicitly using the national curriculum and subject vocabulary linked to texts. This is progressive across year groups and is clearly displayed in classrooms, on working walls, so the children can refer to it to enhance their writing. Collaboration is promoted at all levels of school life. In lessons, children regularly have the opportunity to work in groups or pairs.
- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning. (see Feedback policy)
- Teacher subject knowledge is developed through CPD and coaching. The school has a carefully planned induction programme to support ECTs and new staff.

Curriculum Impact for Writing

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

The impact of this is measured in the following ways:

- National end of key stage assessments are used to identify strengths and areas for development.
- Monitoring of the subject through, planning, learning walks, lesson observations, book scrutiny and pupil discussions to measure outcomes in writing in all year groups. Strengths are celebrated and areas for development are acted upon.
- Whole school, LA and cluster moderation ensures writing standards are moderated across the EYFS, KS1 and KS2.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book monitoring. This information is used to plan staff meetings and external training opportunities.

- Marking and writing assessments completed by the teacher (verbal as well as written) inform next steps and planning.
- Clear outcomes for individual lessons and sequences of lessons, ensures that children understand what is expected and how to make progress against specific criteria.
- Termly assessments take place in Writing to inform next steps.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.
- The understanding of subject specific vocabulary is reinforced a teacher assessed through written outcomes and informs teacher assessments.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.