

Writing at Yarm Primary

At Yarm Primary, our intent is to provide children with a broad and balanced curriculum, which builds on their needs and prepares them for the future. We use the project based learning approach to provide an engaging and purposeful context for learning where pupils are encouraged to apply the skills and knowledge in a range of subjects. We place emphasis on mastering key skills to provide a solid foundation for lifelong learning.

Within the National Curriculum:

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information □
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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Yarm Primary our intent is to develop inspired, creative and enthusiastic writers.

We do this by immersing pupils in rich and diverse experiences, stimulating texts, and the work of a wide range of authors, poets and playwrights. Demonstrating the importance of the written word for both practical everyday life and to enrich that life gives purpose to the experiences.

We take inspiration from quality texts, through a 'Power of Reading' approach; which allows pupils to develop their thinking and the quality of their work over a sequence of lessons. Themed work gives us a wealth of opportunities for engaging contexts and allows pupils to apply their skills across subject areas. Our intent is for our classrooms to be vocabulary rich environments - We place vocabulary development high on our agenda, so that children can transform their writing into high quality pieces.

This focus on high quality vocabulary also supports spelling and accuracy of work which is linked to themes e.g. ensuring that the technical vocabulary needed to produce an accurate description of taking an x-ray (as part of work on inventors and scientists – Marie Curie) is available for reference; meaning that this can then be used correctly in other contexts across the topic.

Children have daily inputs into developing their grammar, punctuation & Spelling; which is a challenging curriculum, as they need this knowledge at their fingertips whilst at the same time appreciating the subtleties of syntax, structure and flow to make writing come to life. Non Fiction texts are often developed through life experiences. Pupils are encouraged to write letters, news reports, keep diaries, send e-mails, contribute to social media, write persuasively when working on theme projects – and lots more!

Staff refer to quality support documents including Improving Literacy documents from the Education Endowment foundation and the Writing frames from the Centre for Literacy in Primary Education.

Within Early Years, opportunities for writing/mark making is embedded in many areas of the classroom, so that it can be modelled and celebrated side by side with play. Opportunities

are planned which support the skills needed to write and the links with phonetic knowledge means that children can see themselves as independent writers. As in all other areas of the school, next steps are identified for and by the children and these are made explicit and supported through the curriculum. Impact is measured and outcomes then inform the next stage of curriculum planning.

In years 1 to 6, daily literacy sessions incorporate spelling, punctuation and grammar, with opportunities to use this knowledge in planned writing. Teachers give space for children to discuss their thoughts and ideas, as well as for children to mark their own work (self-assessment) and partner's work (peer assessment). The children learn to provide quality comments and time is given for them to respond to feedback to support the next steps which lead to improvement...

In the classroom children's work is used in lessons to model aspects of writing; and work is celebrated through display and a range of feedback.

Outside of the classroom there are dedicated spaces, where writing from across school is presented to be viewed as model writing, but also shows the development of writing across the school.

'Beautiful work' is the standard we aim for and both children and staff have a shared understanding of what expectations are around this.



