



St Michael's CE Primary School, Sandhurst

Subject Vision Document: Writing

Vision (Intent)

For every child at St Michael's to leave Year 6 with the ability to be able to write to inform, to persuade and to entertain at a standard that will enable them to manage the demands of KS3 and be able to write for a range of different purposes in life outside of school.

Our aims are to:

- To plan a progressive and challenging curriculum to build upon previous learning within each year and across year groups.
- To regularly assess children (formative and summative) to ensure gaps are plugged and to enable children to reach their full potential.
- To provide exciting and engaging writing opportunities for the children that will promote progress.
- To ensure children have a good knowledge of phonics to enable them to be fluent and confident writers.
- To ensure the children are confident spellers by effectively applying the spelling rules and patterns through the Spelling Shed Programme.
- To have a solid understanding of grammar and be able to apply this to their writing in a range of genres.
- To write accurately and coherently for a range of purposes, audiences and in a variety of forms.
- For children to take pride in their work and presentation; to use a legible, continuous cursive handwriting style by the time they go to secondary school.

Curriculum (Implementation)

- Literacy is taught 5 lessons a week in all classes.
- Years 1-6 follow the St Michael's Approach to Writing for each unit of writing.
- Each class studies a high-quality text (differing from a few weeks to a whole half term depending on the text type, length and year group) and some writing units are linked to this text.
- These texts are usually used for guided reading sessions too so that the children are extremely familiar with the text and can use the style of the author and vocabulary learnt in their own writing.
- Writing genres may also be linked to the topic being studied e.g. letter writing to the Brazilian President to persuade him to help stop deforestation in the Amazon Rainforest
- Children who require further support are offered targeted support in class to access quality first teaching.
- Intervention support may also be offered for a range of needs: handwriting, spelling etc.

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Community



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Curriculum Structure

- Year group overviews ensure that a range of fiction and non-fiction genres are covered
- Teachers ensure that National Curriculum objectives are planned and taught through the different genres across the year
- The Spelling Shed Programme ensures children in Years 3-6 receive progressive spelling teaching, learning a different rule or spelling pattern each week.
- Children in Ducklings, Year 1 and 2 follow the Read, Write, Inc phonics programme ensuring they follow a progressive scheme learning new phonemes and graphemes and also new high-frequency and tricky words.
- The Twinkl cursive style of handwriting is taught from Year 1 up to Year 6.
- In Ducklings, children are taught how to sit correctly to hold a pencil and are taught the tripod technique to holding a pencil. Children are also taught how to form letters correctly to be able to write legibly so that they can read what they have written
- Teachers are expected to model the correct style of handwriting wherever possible

Lesson Delivery (Pedagogy)

- The St Michael's Approach to Writing is followed in Years 1-6.
- Children will be exposed to high-quality texts showing them what good models of the particular genre looks like.
- These high-quality texts will be used by the children to identify the features of their genre of writing.
- A number of skills sessions will then be taught to the children, ensuring coverage of the grammar objectives required for that genre.
- Time will be allocated for children to have conversations about their writing before putting pen to paper. They may participate in drama type activities and the oral work will allow children to magpie ideas they like from others in the classroom.
- Children will then be provided with a good model of writing linked to the piece of writing that they will be creating themselves.
- Where possible, 'live modelling' is used to show the children the process of writing, editing and improving.
- The children will then plan, write, edit and improve sections of their writing, building up to creating a finished piece of writing.
- A 'hot task' is the final piece of the unit where the children will collate all of their edited paragraphs of writing and publish their finished piece of writing.
- An independent revisit task may then be planned for further in the year to revisit the skills taught during a particular unit.

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Assessment

Teachers use assessment as an integral part of the assessment, teaching and learning cycle. Through assessment, teachers can address misconceptions, pre-teach children prior to learning and extend and challenge children.

How we assess at St Michaels:

- Verbal feedback within lessons to individual children, small groups or whole class.
- Mini-plenaries are used to address misconceptions within a lesson or to move the leaning on.
- Conferencing is used to speak to children, usually 1:1, about how to improve a piece of work. This strategy is very useful in encouraging the children to also say what they think they need to do in order to improve their work. This is usually carried out in their longer pieces of writing when preparing for a 'hot task'.
- Teacher Assessment Frameworks are used as formative assessment three times within the school year.
- PITA (Point in Time Assessment) grades are given to children to explain to both the children and their parents how well they are doing.
- Writing targets are created to let both the children and parents know what the child needs to do to make further progress.

Outcomes (Impact – how do we measure and evaluate?)

Staff at St Michael's regularly attend moderation events with cluster schools and within the trust to ensure our writing judgements are accurate. We also participate in 'in-house' moderation to ensure our judgements within the school are sound.

Standards in writing are also monitored across the school. Our bespoke assessment system allows us to analyse performance from Ducklings to Year 6. PITA (Point In Time Assessment) data is used to look at standards in each group and allows us to track performance levels to see any occurring trends. Pupil Premium and SEN data is also tracked to allow for further analysis.

Each term, a Pupil Progress Matrix is produced to ensure teachers know which children have made good progress, better than good progress, satisfactory progress or have regressed. Teachers will then know which children will become their focus children.

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Curriculum Enhancement

At St Michael's, there are many ways in which writing is enhanced and enriched so that it remains high-profile. A writer of the week certificate is awarded to one person in each class during the Headteacher's assembly. In each classroom, the children's writing is displayed, showcasing the work of our excellent writers. Some of the children's writing is also displayed in corridors around the school. Experiences and trips in which the children have enjoyed are used to provide exciting opportunities for writing. We also use a range of resources to stimulate writing: pictures, films, artefacts, real-life experiences, videos and current affairs.

Partnerships

Partnerships with parents is vital and at St Michael's we ensure that parents are invited in to inform them about key writing skills such as how to support their child at home generally with writing or more specific sessions such as phonics in Ducklings KS1. Support materials are shared on the school website. Partnerships with other schools within the trust is vital so that best practice occurs and schools can support each other.

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