



Vision

'Achieving together † Learning for life in all its fullness'

Our vision is to be a school rooted in clear Christian values, where children participate, excel and are proud of their achievements.

Intent

At St Lawrence C of E Primary School our aim is to provide all pupils with a writing curriculum which will produce individuals who are: literate, creative, independent, inquisitive and confident. We aim to provide a stimulating environment and appropriate resources to enable pupils to develop their writing skills to their full potential. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We aim to ignite a love of writing and a passion for new and exciting vocabulary in all children.

Implementation

Writing is taught using the mastery approach from EYFS to year 6, where every child is involved and participates in the learning during a lesson. Each class base their learning of writing around a text/s that supports the unit of work and the enjoyment of this text is where the writing begins. Children are given time to discuss ideas and vocabulary regularly; teachers model small chunks of writing to teach different skills and then children are given time to create their own pieces. In amongst a unit of work, teachers deliver 'experience sessions' which provide the children with actual experiences (such as trips out, listening to a piece of music or watching a film etc.) from which they can hook their ideas and writing on. Pupils at St Lawrence acquire a wide vocabulary and a solid understanding of grammar and punctuation which are taught as a thread throughout. Time is also put aside within a term to teach standalone grammar and punctuation lessons. These will cover the age group expectations or specific objectives that have been identified as needing more support.

Supporting children in having the creativity to develop an inner writer's voice is central to our approach and it also allows children to play with the creative techniques. From the reading of texts, the children gain the confidence to use structures and language choices they have noticed and that they come across in their independent reading. Underpinning all writing will be an understanding and awareness of purpose and audience and we use all these skills in a range of contexts, including in cross-curricular writing. Refining and editing writing is part of our mastery process and our children develop an independence in identifying their own areas for improvement. This happens in all pieces of writing throughout the drafting process, at an appropriate level for the child.

Children take pride in the presentation of their writing, by developing a good, joined handwriting style by the time they leave for secondary school. We use the Nelson handwriting scheme from year 1-4 to support this process. In year 5 and 6, the Nelson scheme is used as an intervention or to support specific joining techniques that are identified as weaknesses by the teacher.

Phonics is taught daily in EYFS and in year 1 to support the children's knowledge of grapheme to phoneme correspondence. This phonics knowledge helps the children in providing them with the earliest spelling 'rules'. From year 2 to year 6, we teach the year group specific spelling rules through regular short sessions during the week. In key stage 2, we carry out dictation tasks weekly to assess spellings learnt that week and these will include spellings from statutory spelling lists as well as any identified for specific vocabulary that teachers want children to learn.

Impact

We use independent writing tasks to assess children's understanding of key skills alongside summative assessments, such as spelling tests/dictations. We assess these against the expected standards for each year group and then to create a judgement of whether the children are meeting age related expectation, working towards the expectations or working at a greater depth level. Any children who appear to make slower than expected progress or who do not meet the age related expectation will be identified and interventions or plans for support will be put in place to try to close this gap. These interventions will look at the specific area that needs to support, such as spelling, sentence structure, vocabulary use etc. Expectations are marked off using Target Tracker and we use all the assessments to inform a termly judgement on the progress of each child.

How we support children with Special Educational Needs in this subject area:

We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad, balanced and inclusive curriculum. This means that every child, including those with a Special Educational Need, should have access to a high standard of 'Quality First Teaching' throughout the day, including in every writing lesson.

In writing, our pupils with a Special Educational Need are supported by using an approach that includes all children. The experience sessions provide children with a chance to develop thinking around the subject that they will write about, helping those who have fewer experiences outside of school. The process of 'talking' and modelling writing gives all children the chance to use rich vocabulary and new structures regardless of their starting point. Activities within a lesson can also be differentiated. This may include visual resources, questioning, word banks, spelling lists, a scribe etc.