



Writing at Hopton CEVC Primary School

Intent

Our vision, ***“With God all things are possible,” (Matthew 19 v 26) we raise aspirations and encourage perseverance,*** is fully embedded within the curriculum. We aim for every child to flourish and be the very best that they can be.

For every child to

- be enthusiastic, creative, and passionate writers who can use their writing to communicate effectively
- write well: well-structured and detailed writing which intentionally capture’s the reader’s attention
- confidently write in different styles, for different purposes and to different audiences
- possess a broad and expressive vocabulary to draw upon in their writing, choosing language carefully and with a purpose
- know and use spelling, grammar and punctuation rules (appropriate to their age group) together with applying phonic knowledge when they write.



Writing at Hopton CEVC Primary School



Implementation

We appreciate that writing requires mastery of a number of skills linking physical, cognitive and linguistic skills. This awareness fully informs our planning and teaching as we seek to support and guide each child to become a writer. We teach the National Curriculum (2014) for writing.

The writing curriculum is planned in three phases (long-term, medium-term and short-term).

Long-term plans: yearly plans (over a two year cycle for Years 1-6) map out genres, texts and cross-curricular links. Progression is ensured across year groups and texts are reviewed to ensure breadth, engagement and avoid repetition. Genres are covered twice in each yearly plan. Plans link punctuation and grammar expectations to genres.

Medium-term plans: half termly plans expand long term planning, are flexible to reflect pupil's voice and summative assessment. Writing is planned for a purpose, making meaningful cross-curricular links where possible. On second teaching of a genre, planning will address gaps / misconceptions from previous writing unit – giving an opportunity for children to fully master and apply skills within a writing genre.

Short-term plans: these are daily / weekly plans that teach the genre and punctuation and grammar skills. They will regularly respond to formative assessment and reflect the needs of the children.



Writing at Hopton CEVC Primary School



Implementation

To support the teaching of writing, Talk for Writing strategies are used, predominately in KS1 and LKS2.

We realise that children need to be taught the skills before they are able to write in a genre style. Skills specific to the genre are firstly taught, with a refresh of general skills as needed for the class. The essentials for the genre and its structure are unpicked and children are supported in their writing – knowing the purpose and audience as they write.

Editing, peer assessment and teacher marking all support children to improve their writing prior to publishing.

Creative writing opportunities are provided in KS2, supporting the development of children's love of writing.

Grammar & Punctuation

Grammar and punctuation are embedded within the writing curriculum, linking to the class text and taught daily within discrete or focused lessons. Cross-curricular opportunities are made where possible – with grammar and punctuation expectations in subjects.

Spelling

KS1 use a spelling scheme linked to their phonic teaching, KS2 use twinkl age appropriate spelling scheme. Spelling lessons are taught weekly.





Writing at Hopton CEVC Primary School

Impact

Attainment in writing is measured termly, using Ros Wilson criteria. For those children who have yet to access Year 1 statements, pre key stage criteria are used. End of KS2 writing is assessed (referring to exemplification materials) to support Teacher assessment judgement.

Spelling, punctuation and grammar (years 2-6) are assessed termly using Cornerstones assessments.

Children develop their skills to self-edit and improve their writing from year 1 – 6.

Pupil voice is part of our teaching sequences, responses to writing sequences is noted and informs future teaching.

