



WRITING: Intent, implementation and impact

Intent

At North Clifton, writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across all subjects. We want all pupils to be enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We believe that a quality English curriculum should develop children's love of reading, writing and discussion. Our aims are to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often, "magpieing" the skills of quality authors. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be "published" as well as displayed throughout school-to celebrate achievements. Handwriting sessions are taught discretely and incorporated into English lessons.

We encourage our pupils to think and write creatively, be adventurous- experimenting with their use and choice of language and to write with clear purpose and for pleasure. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

Early English, alongside effective teaching of systematic synthetic phonics, focuses on the key elements of: language/vocabulary acquisition, word reading, spelling, pencil grip and letter formation. Children also undertake a range of activities to develop fine and gross motor skills.

Oral comprehension and composition are also key components during this stage to help children develop language and communication skills which will later help them when they come to written composition. Once children are confident, and competent, in these areas and ready for written composition, they begin to access the Jane Considine approach.

Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Implementation

Phonics

Early writing is taught through early mark making, then when the children begin their daily phonics sessions they are taught the letter formations. This begins with writing (whether with a writing tool or in

the air) cvc words, moving onto short sentences using the sounds they have been taught. They are encouraged to write independently in continuous provision.

This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to sound mats, when they are writing, whether this is with the teacher, in continuous provision or independently.

Spelling

Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Each class has taught weekly spelling sessions and assessments of key spelling patterns informed by the National Curriculum. As well as being taught through the wider curriculum, Common Exception Word lists are given to children for daily use in the classroom. Children also complete tasks from their 'Spelling Menu', which help them to learn patterns, rules and words by sight. These include tasks such as word pyramids, scrambled words, finding words within words, speed-write and creating mnemonics.

Writing

Writing at North Clifton is taught through 'The Write Stuff' approach by Jane Considine. Pupils love their writing lessons and can't wait to show what they've learnt in their independent extended pieces at the end of each unit.

All our writing is taught through the 'writing rainbow' which provides a lens for the writer to focus through in order to ensure all writing is effective and engaging for the reader, whilst meeting the intended purpose. From 'The Writing Rainbow', symbols are used to support children within their writing journey and to ensure that all children can use them in context as they move through school.

As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Sentence stacking lessons include effective demonstration writing from the teacher and the writing of three high-quality sentences with focuses on lenses of the rainbow. Children are also given the opportunity to 'Deepen The Moment' and add more to their writing using a lense of their choice. Independent writing sequences give children the opportunity to showcase everything they've learnt in their experience days and sentence stacking lessons.

'Experience Days' are enjoyed by the children at the beginning of a unit and at various points throughout. These 'Experience' days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. These engage the children in a topic and provide opportunities for speaking and listening and drama activities, as well as developing research skills.

From the experience days, children take part in the sentence stacking lessons. An individual lesson is based on a sentence model, broken in to 3 learning chunks. Each learning chunk has three sections:

1. **Initiate** section – a stimulus to capture the children's imagination and set up a sentence
2. **Model** section – the teacher close models a sentence that outlines clear writing features and techniques.
3. **Enable** section – the children write their sentence, following the model

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk. Progression within each year group is then developed through the different lenses (see Progression in Writing document).

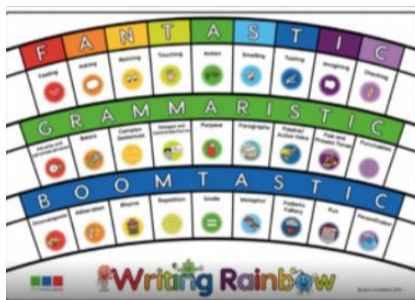
For narrative, 'Plot Points' are used to break a text down into chunks. 'Finding a Shape' is used during non-fiction and poetry units, where the agreed shape is then used as a model for the writing.

The approach provides the children with a stimulating and language rich writing environment surrounded by print in a variety of forms and contexts. Jane Considine's approach is based around high quality, age appropriate texts. Texts cover a wide range of genres and text types from a wide range of cultures, focussing on a wide range of themes. Units teach a full range of writing strategies, including spelling, grammar, sentence structure and composition. Grammar is sometimes taught in discrete grammar sessions (See Progression in SPaG document).

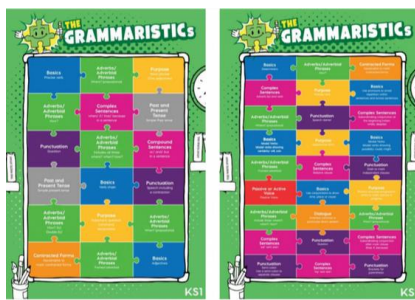
"The Write Stuff" uses three essential components to support children in becoming great writers

The three zones of writing:-

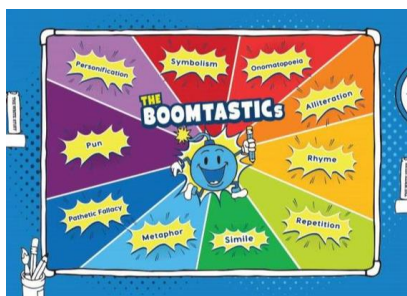
- IDEAS - The **FANTASTICS** uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.



- TOOLS - The **GRAMMARISTICS**. The tools of writing and the grammar rules of our language system. Children need to be in control of their grammar choices to improve the precision and impact of their writing.



- TECHNIQUES - The **BOOMTASTICS** which helps children capture 10 ways of adding drama and poetic devices to writing in order to create vivid 'WOW' moments in writing.



At the end of the unit, children then apply all the taught and modelled skills to independent writing tasks. Following independent writing, children are encouraged to proof read and edit and improve their work. They use purple editing pens to make their amendments.

Cold Writing Tasks are also completed by the children at the beginning of a term for assessment purposes. These can be based around a short film, an image, a short piece of text. Children are encouraged to think about the lenses from all tiers of the Writing Rainbow as they write.

One to One Interventions are put into place for children who demonstrate specific areas of weakness. Also, children who require extra support, have group guided writing within the classroom.

Writing is moderated within the school against exemplification materials. Collaborations with other schools within the Tuxford Family also take place, to moderate writing across the schools.

Impact

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

The Writing curriculum is evaluated through:

- Regular checks on the correct writing process being taught, along with the quality of writing in English. Books are evaluated by learning walks and work scrutinies.
- Independent writes at the end of each unit of work, along with 'cold writes' each term are assessed. The analysis of this is used to identify areas of development and any children who are not making expected progress.
- KS1 and KS2 writing is moderated with external moderators. Previously in both KS1 and KS2 the moderator agreed with judgements in full.

Children will progress through and eventually leave North Clifton Primary Academy being able to;

- Write for a range of audience and purposes.
- Use their vast knowledge vocabulary to excite, inform or entertain the reader.
- Understand a range of punctuation and the effect it can have on the reader in both writing and reading.
- Understand the various sentence types that can be used to support different genres.
- Spell effectively using their phonetic knowledge and spelling rules put in place.
- Speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

Write Stuff Terminology

Chotting – a way in which children develop their writing by verbally discussing and sharing vocabulary and phrases with a partner (chatting and jotting)

Kind Calling Out – children share their best ideas with the class in a quick-fire manner to create a large selection of vocabulary and phrases for everyone to choose from

Vocabulary Vault – the bank of words and phrases that the children have generated during the ‘initiate’ phase

Thinking Side – the left-hand page of the pupils’ English book where they can pool their initial ideas

Writing Side – the right-hand page of the pupils’ English book where they can draft and edit their sentences

The Writing Rainbow – the three areas of writing to focus on when generating sentences (ideas, grammar and techniques)

Thesaurus Thinking – children look at language within synonym families so that they can judge its intensity and make the best choice according to the purpose of their writing