



## **English: Writing**

At St Osburg's, we know that writing is an essential skill which all children need to master to enable them to access the whole curriculum, and a skill that they will utilise for life.



### **Intent– We aim to**



Stimulate a love of writing through teaching & modelling, inspiring children to want to write. We complement this with experiences to engage and inspire.



Develop and craft children's skills through the teaching of grammar, punctuation, spoken language, composition, spelling & handwriting.



Provide opportunities for our children to be authors, creating the building blocks to scaffold this process. Ensure a creative environment built on a range of texts with opportunities to try out new and exciting challenges.



Produce pupils who are creators, can express their ideas, who are excited and take pride in their writing.

### **Implementation**

**Systematic Approach:** Beginning in the EYFS with Drawing Club, writing is taught underpinning by the teaching of specific vocabulary and talk. Once children have completed a term in Year 1, The Write Stuff approach by Jane Considine is used for the teaching of writing. This systematic approach encourages the development of pupils' vocabulary, grammar and sentence writing skills; it is underpinned by the pedagogical approach of modelling. Teachers model the writing process fully, making the implicit explicit.

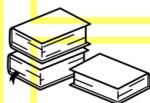


The FANTASTICS (senses & main approaches to writing) are introduced in the EYFS. Pupils become familiar with these to support their spoken and written sentences. From, KS1 the GRAMMARISTICS (mechanics of a sentence) & the BOOM-TASTICS (figurative language) are introduced in a progressive nature.

**Writing Approach:** Opportunities for writing are clearly planned in all year groups, both in English lessons & the wider curriculum. In the Early Years, activities are planned in to all of the areas to complement the current learning: mark-making, the collection of vocabulary, & oracy are fundamental to the approach.



In KS1 & 2, lessons follow a process of up to 3 'learning chunks'- a my turn: your turn approach. Planned into these sessions are opportunities to discuss, collect vocabulary, practise speaking & writing of sentences, all based on an appropriate stimulus. Pupils are taught the process of planning, drafting, editing and reviewing their work to communicate effectively to the audience.

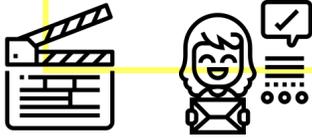


**Stimulus:** Writing is taught as a unit with a specific stimulus to anchor it: typically, a high-quality text. It can also be a visual/media image or an experience. To supplement home experiences, teachers plan in carefully through our 'Experience Days'. Pupils have a varied diet of genres, layouts, and language as their stimuli, including poetry. In each classroom, there is a Plot Point board linked to the current unit & stimulus with pictures and vocabulary to support learning.

**Grammar :** The GRAMMARISTICS form the basis of the teaching of grammar across KS1 & 2. Grammar is taught during regular English lessons through the modelling of writing. Where necessary, teachers plan in discreet grammar lessons. Pupils are taught the correct terminology from the outset. Grammar is assessed in all year groups through a SPaG test' this ensures that pupils can recognise the required skills as well as use them.

**Audience:** Pupils writing is developed, strengthened and crafted as they progress through school writing for a range of audiences.

They write: to entertain, to inform, to persuade & to discuss



**Spelling:** Spelling is taught using The Spelling Book from Years 2-6. Lessons are taught on a rolling 2 week cycle: week 1 there are 2 longer lessons of 20 and 30 minutes, Week 2 there are 5 shorter 10 minute lessons. Pupils are taught to investigate spelling patterns by testing out hypotheses, and test spellings rather than have spelling tests. Each pupil has a Focus Five which consists of words that the whole class find tricky & words specific to each pupil.



### **Handwriting:**

We follow the Letterjoin scheme of handwriting from EYFS to Year 6. Children begin in EYFS following the Print letters developing writing skills with pre-writing patterns with 5 opportunities weekly. Following the sequence into KS1, children begin the Print to Cursive journey to develop their skills in 3-5 lessons weekly. In KS2, children have 2 lessons weekly to develop and embed their handwriting style. As necessary, children take part in handwriting interventions to support weekly. Children leave KS2 with a fluent, joined up style of writing.



**Assessment:** Teachers assess writing termly according to the standard for each year group. Children are also tested using a SPaG test twice a year. Children's writing is moderated internally and within our local cluster of schools.



**Spoken Language:** Oracy underpins all learning habits in St Osburg's School: Physical, Linguistic, Cognitive, & Social & Emotional. We ensure that pupils have opportunities for talk through drama, role-play, public speaking, class performances and discussion across all year groups. From EYFS, using drama through role-play to KS2, pupils have arrange of speaking & listening opportunities. Children lead in prayer services, readings in Mass, they present their learning in class across all subjects through a range of activities: debate, drama, hot-seating, collection of a range of vocabulary. Pupils find their voice and learn how to interact positively and engage fellow school pupils, and adults.



### **Impact:**

Children are engaged in lessons showing good or better behaviour for learning. They are able to articulate their thought processes and ideas through spoken language and writing. Children are able to produce writing showcasing a range of styles: they will have cemented the mechanical skills of writing to enable them to access the primary curriculum and beyond. High-quality writing will be produced across all Key Stages, in a range of ways and pupils will be proud to showcase this; children will take pride in their work. The percentage of pupils achieving age-related expectations will increase/or be at a high level.

