

Writing Intent, Implementation and Impact Overview



At Our Lady of the Rosary School, we want every child to be interested and inquisitive learners of English. We follow the national curriculum programmes of study for each year group.

Intent

- At Our Lady of the Rosary, writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with significant, valuable opportunities to develop and apply their writing skills across the curriculum for a range of purposes and audiences.
- Our intention is for pupils to leave primary education being able to independently plan, revise and evaluate their writing; to be able to do this effectively, pupils focus on developing effective transcription and effective composition to ensure their writing is presented in the most meaningful, effective, and grammatically accurate manner. Through each writing cycle or activity completed, pupils will develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We intend for pupils to leave primary school being able to use fluent, legible and speedy handwriting, even when writing at length.

Implementation

- Early writing is taught through early mark making and when the children begin Sounds Write phonics, they are taught 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. The children also learn to remember and write stories using Pie Corbett's 'Talk for Writing' approach. They are encouraged to write independently in continuous provision, which immerses the children in writing through a theme for a particular focus.
- This process continues into Year 1, where children are inspired to use the sounds taught in their independent writing. They have access to supportive Sounds Write display and sound mats, whenever they are writing, to support them in their independent application whether this is with the teacher, in continuous provision or independently.
- At Our Lady of the Rosary, we implement a consistent and systematic approach to writing from Years 2-6, which combines several elements of highly considered English advisors (Pie Corbett's 'Talk for Writing', Jane Considine's 'The Write Stuff' and Adam Bushnell's 'Modelling Exciting Writing'). This approach ensures the teaching of statutory skills in a fully immersive experience, where children develop and apply in context for a range of purposes and audiences. This consistent approach also ensures children are fully aware of the expectations in writing lessons when they move from year group to year group and can confidently transition into the learning of new year group content.
- As a school, we also ensure that genres of writing studied run alongside the learning taking place in whole-class reading lessons so that children are fully immersed in the text type. Our Lady of the Rosary School intends to develop writing as a transferrable skill across all subjects taught in the curriculum. We therefore immerse children History/Geography/Science related topics for their writing as often as possible and encourage cross-curricular links. Our aim is to provide engaging writing hooks that are linked to each termly topic to give children an audience and purpose for writing. Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar, and punctuation knowledge into their written work. We expect the high standards for writing in writing lessons to be evident within the work in all books.

- Due to the nature of our pupils lack of home experiences of modelled vocabulary, the vocabulary deficit that most of our children have must be addressed as a priority. It is crucial that our pupils have explicit and robust instruction in vocabulary, to support their verbal and written communication, which enables all pupils to access and apply academic language and discourse, and facilitates their comprehension of increasingly complex texts. We do this in several ways:
 - We implement the Vocabulary Ninja 'Word of the Day' from EYFS-Year 6
 - We write high-quality WAGOLLS as model texts for each writing cycle, that boast ambitious vocabulary and model the opportunity for usage in context.
 - We use high-quality core texts in class reading time and reading comprehension lessons, which model new and adventurous vocabulary.

- At the beginning of each writing cycle, a WAGOLL (what a good one looks like) is used as an exemplary example of organisation, composition, vocabulary and grammar in the given text type. Teachers write the WAGOLLS to reflect the age-related expectations for each specific year group. The pupils deconstruct this WAGOLL for its features and discuss, at length, the purpose of each skill in relation to the text type and the intended audience. This ability to identify specific features we believe is a key skill across both reading and writing and will improve comprehension in children. Through a 'boxing-up sheet' (non-fiction) or 'plot point grid' (fiction), pupils are encouraged to use the structure but also innovate their writing to make it their own.

- The writing cycle begins with the completion of a cold task, which is used by teachers to assess the specific areas of need for each pupil which need to be taught and addressed to be successful in their final written task.

- Following the cold task, pupils are given a 'warm task' stimulus, which gives them a reason to write. Through constant reference to the WAGOLL and consideration of their own purpose and audience, pupils are taught grammatical skills. Teachers model the practising of these skills and apply their understanding to their own warm task paragraph. Each lesson, children are encouraged to 'dig deeper', which means to apply their knowledge of previously taught skills to enhance their writing further. Such an approach enables pupils to play with skills to create a desired effect, which enables them to show their true 'greater depth' abilities.

- Our Lady of the Rosary ensures that pupils are aware of their strengths and areas for development in writing so that they can take ownership of their progress. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in purple pen. We ensure that ALL learners are given next steps and that scaffolds and challenges are put in place for those children working below or above age-related outcomes.

- Children who are identified as not achieving age-related outcomes and/or those on the SEN register are given the support to ensure they are able to access their year group's curriculum. Daily interventions/support may be put in place to accelerate writing skills; the nature of the intervention will be decided by the teacher and the SENDCO. Support in class may include small group work with an adult during lessons to model key skills, scaffolds created by the teacher to assist with completion of work and word banks/sentence openers provided to assist the child when writing.

- As the constant models for pupils, there is an expectation that all staff (teaching and non-teaching included) use grammar accurately and speak in correct spoken English, avoiding slang terms. To ensure strong staff subject knowledge, all teaching and support staff were provided with a progression in grammar

skills document to reflect on their own on which they highlight the grammar skills that have been taught. Any areas of weakness that are identified as a result of independent writing or the hot or cold tasks, are taught as part of the modelled text, or the grammar starters. Again, teachers are expected to track back to previous years objectives, if this is appropriate.

- A high standard of joined, cursive handwriting (using Letter-Join) is modelled across school and children are encouraged to imitate this in each piece of work. Handwriting is taught and practised regularly in separate books but is expected to be evidenced throughout all work produced across the curriculum.

Impact

- After the teaching of a unit, teachers assess pupils' hot tasks (independent writing) and make comparisons to their cold task to identify progress. Teachers use Bishop Chadwick Trust writing assessment framework materials to assess writing at the end of each hot task, to track pupil progress and identify areas of need. This not only informs us of pupil progress but informs the mapping of future genres to ensure pupils have sufficient opportunities to demonstrate skills expected of them.
- Each term, staff (teaching and support staff) moderate across year groups, cross-phases and cross-Trust to develop their professional understanding of the assessment of writing, draw ideas and support from colleagues and celebrate significant progress made.
- Children are tested termly on spelling, grammar, and punctuation knowledge (Test Base). The analysis of assessment data is reflected upon in pupil progress meetings to identify areas of development and any children who are not making expected progress
- Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum books, and pupil progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring follows the five-lenses approach and includes: regular book looks, lesson observations and learning walks, gathering evidence of good practice, pupil voice interviews, looking at data submitted on iTrack.