



Priestley Primary School

Writing at Priestley

Autumn 2020



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused and Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

Vision

At Priestley Primary School, we recognise that writing is integral to all aspects of life and we mindfully endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing style.

By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy
- Creativity
- Independence
- Inquisitiveness
- Inquiry skills
- Confidence

Writing skills underpin most elements of the school curriculum and is an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

The Three Principles

The following three principles underpin our intent at Priestley.

1. Writing explores Ourselves

Through the teaching and learning of writing and exposure to different types of texts, our children are encouraged to learn and communicate through writing more about themselves, such as who they are, where they come from, and what their place is in the world. This leads them to question, analyse and explore their values and how they manifest as part of their character.

2. Writing widens our World

Through the teaching and learning of writing and exposure to a variety of different texts, our children will acquire knowledge and an understanding of our world; communicated through writing. Nonfiction texts especially, broaden our children's understanding of our world's history, culture and multiple perspectives; resulting in writing which communicates this knowledge through critique, evaluation and debate.

3. Writing underpins our ongoing Education

Through the teaching and learning of writing skills and exposure to different types of texts at Priestley, pupils develop skills that will allow them to both access their continuing education and participate fully in society

Aims

The Priestley aims:

- ✓ To develop children, who are imaginative, creative, independent, inquisitive, inquiring and confident writers.
- ✓ To provide children with a range of writing skills and strategies to enable them to write confidently with comprehension, cohesion and enjoyment for a range of purposes, in a variety of contexts and for different audiences.
- ✓ To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- ✓ To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
- ✓ To ensure children have a clear understanding of the writing process: plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.
- ✓ To develop children's ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work.
- ✓ To monitor writing progress effectively to evaluate, promote and maintain high levels of attainment.
- ✓ To ensure that children with writing difficulties are identified early and support is given promptly.
- ✓ To work in partnership with parents/carers in order to develop each child's full writing potential.

Teaching & Learning

At Priestley, we are following the 2014 National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving at least in line with national expectations. The curriculum will be monitored by the English Leader of Learning to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of writing from year 1 to year 6. In EYFS, the SLT Link for EYFS will monitor the standards in writing.

Priestley Primary School believes that two distinct, but related areas are involved in teaching children to write: transcription and comprehension. Transcription covers the technical aspects of writing: handwriting, spelling, grammar and punctuation. Composition is about sharing their ideas and thinking about the purpose for their writing. Both are essential for developing lifelong successful writers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Structure of Writing at Priestley

Our children are provided with a variety of opportunities to develop, extend and deepen their writing skills in and across each phase of education.

EYFS

In Reception, the learning of writing follows the Early Years Foundation Stages Framework. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning.

Key Stages 1 and 2

- ✓ The National Curriculum describes what must be taught in key stages 1 and 2. The school has a set of key objectives in writing that provide detailed guidance for the implementation of the National Curriculum for writing.
- ✓ One-hour lessons engage children in the development of grammatical understanding, punctuation, phonics and spelling strategies based on high-quality texts. The elements of the writing process are also taught during this time.
- ✓ Meaningful contexts and high-quality texts are provided as the hook or as the inspiration for writing.
- ✓ Quality speaking, listening and drama activities precede writing to enable the development of quality writing skills and outcomes.
- ✓ Teachers exploit cross-curricular links wherever possible and further develop writing skills within a variety of contexts.
- ✓ Teacher modelling of the thought processes and standards required are clear and regular.
- ✓ Writing is linked to learning-focussed objectives, with related success criteria.
- ✓ Writing composition is taught explicitly to the children every week. The reinforcement of this teaching is also featured across the full range of subject areas.
- ✓ The teaching of grammar is mostly contextualised within the teaching of writing composition and exemplified during Shared Writing (as outlined in the following section).

Shared Writing

- ✓ Shared Writing takes place during whole class teaching, where ideas are shared and discussed.
- ✓ The sessions are well-paced and interactive, e.g. the teacher employs intentional errors, the use of pupil whiteboards for the quick composition of ideas and formative assessment.
- ✓ These ideas are recorded and refined by the teacher, with them modelling the skills needed to be a writer.
- ✓ The Shared Writing session primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar.
- ✓ Children then have the opportunity to practise and extend their own writing independently, or in a Guided Group.

Develop a writing journey across the school.

1. **Hook them in-** drama activities, listening to a piece of music or watching a film clip.
2. **Writing begins with reading.** Allow creativity and independence by providing prompts rather than rigid success criteria.
3. **Reading and text analysis should inform success criteria.** High-quality texts used which are vocabulary rich to exemplify excellent writing.
4. **Model to children how to write.** Teacher modelling – shared/guided writing. Ensure full coverage of NC objectives for each year group. Especially GP objectives. Modelling writing for pupil's progress from constructing simple sentences to being able to combine sentences with more complex grammatical structures.
5. **Allow planning time before drafting.** Teach pupils to use strategies for planning and monitoring their writing
6. **Encourage use of word banks** - Scaffolding when needed – working walls, word banks & washing lines.
7. **Allow children to redraft in response to feedback.** Ongoing assessment – in learning and between learning (not just at the end of a piece) recognise and act upon the need to teach at the point of writing rather than relying on marking and correction to address weaknesses. Sharing. - instructing pupils to share, read, and edit each other's work.
8. **Build in challenge and support-** Ensure that sufficient high quality sentence level work is undertaken.
9. **Publish children's writing for a wider audience.** This includes Extended writing (at length to apply their skills.) & Short Burst writing.

Learning Environments

- ✓ Content on learning walls is current and reflects the learning journey undertaken throughout the unit.
- ✓ Each class displays examples of pupils' high-quality writing.
- ✓ Modelled examples are displayed.
- ✓ The classroom is a vocabulary-rich environment.
- ✓ Dictionaries and thesauri are available in classrooms.

The Teaching of Basic Skills:

At Priestley Primary School, we value the importance of enabling children to become confident, literate individuals, who can actively select and use a wide range of grammatical forms. We work from the principle that the ideal methodology for the teaching of grammar is through the wider teaching of writing composition.

Aims:

- 1) To successfully deliver the National Curriculum for Vocabulary, Grammar, Punctuation and Spellings to all pupils, as appropriate to their learning needs.
- 2) To ensure that the teaching of grammar and punctuation is effectively planned for by selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text/topic being covered.
- 3) To maximise the progress of pupils through referring to grammatical concepts as key teaching points (underpinned by success criteria) by 'thinking out loud' during writing composition.
- 4) To feedback on pupils' understanding of grammatical concepts verbally and using pupil conferencing.
- 5) To improve outcomes for Priestley pupils in SPAG tests.

1: Grammar

- ✓ Grammatical concepts are introduced to the children through the texts studied. Teachers plan to teach the full Vocabulary, Grammar, Punctuation and Spelling content of the National Curriculum, selecting which concepts are best suited to each given text/topic.
- ✓ Lessons, or sections of lessons may then be devoted to consolidating the understanding of the grammar principle in question.
- ✓ Grammatical concepts will then appear as success criteria in writing composition lessons, and as such will be explicitly referenced/exemplified during modelled writing, e.g. through teachers 'thinking out loud' or making deliberate omissions/errors.
- ✓ We follow the Grammar expectation document linked to Year group

2: Spellings

- ✓ Spellings are given to children from year 1 to year 6 based on objective led spellings and Year Group related common exception words.
- ✓ Children are taught to follow the LSCWC (Look, Say, Cover, Write and Check) procedure, when learning new spellings.
- ✓ Spellings are sent home for children to practise over the course of the school week.
- ✓ Spellings are assessed by the
 - ✓ writing of individual words and / or by dictated sentences depending on the ability of individual children
- ✓ We follow the Spelling expectation document linked to Year group

3: Handwriting

- ✓ Children in all classes use a sharp pencil within their handwriting practice.
- ✓ All classes from year 1 to year 6 use the Twinkl scheme to develop a consistent and fluent handwriting style.
- ✓ A 'Pen Licence' may be earned by children (most likely in key stage 2) whose handwriting is joined, fluent and legible, and where the child's general standards of the presentation of their work is good.
- ✓ All children work towards the use of joined handwriting in their everyday writing tasks. Where progress on this appears to be slow, additional tailored handwriting support is organised and delivered.
- ✓ Timetabled handwriting lessons occur every week.
- ✓ The handwriting of all adults in the school should reflect the high expectations that we have of our children.
- ✓ We follow the Handwriting expectation document linked to Year group

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

▪ **Assessment for Learning:** We are continually assessing our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to the children, observing their work, dialogic marking. Teachers use this assessment information to adapt current provision, plan further work and set new targets.

▪ **Assessment of Learning:** The attainment and progress of children is assessed and recorded three times during the school year. This information is gathered from Teacher assessment of a portfolio of independent pieces of writing, which can be found in the writing journey book. This data is used to identify priorities for intervention. This is conducted in line with the school's agreed assessment procedures.

▪ **Feedback:** Children are provided with constructive and timely dialogic feedback in line with our assessment policy. Verbal feedback is given during lessons in addition to regular self and peer-assessment opportunities. Teachers provide parents with feedback on their child's progress and achievement at parent's evenings and through reports.

Pupil progress meetings, between Class teachers and SMT, take place regularly, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps. The Writing Lead will monitor and evaluate the teaching and learning of writing in EYFS to Year 6.

Cross Curricular Links

Equal Opportunities

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley schools, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

Safeguarding Statement

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

Review

ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES

Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.

To be reviewed- September 2021