



**Be . Build . Become**

## **Writing**

At Bloxham Primary School, we value writing as a vital life skill and are dedicated to enabling our pupil to become competent and fluent writers. It is our vision that every child at Bloxham has a love of writing, and applies the language and ideas, they absorb from their reading to their own writing. Within the classrooms, there are 'Writing Journey Walls' to support the development of writing and reflect the process we use to explore and develop writing linked the Cornerstones Driver Units.

### **Intent**

**At Bloxham we aim for all pupils to:**

- write with confidence, fluency, understanding and enjoyment
- Develop and improve their writing ideas through self-assessment and editing skills that develop ideas further through deeper editing and re-drafting
- recognise and use features of specific text types
- know, understand and be able to write in a range of genres in fiction, non-fiction and poetry
- have an interest in etymology (where words originate from) and develop a rich vocabulary

### **Implementation**

#### **How we teach Writing**

Our writing curriculum ensures full coverage of the requirements of the National Curriculum (2014) and is designed to support every child to:

- write confidently and fluently with understanding
- develop their enjoyment of writing
- acquire and apply a wide a varied vocabulary to their writing
- write in a variety of genres

We recognise and actively promote the invaluable relationship between Reading and Writing. During English lessons, children engage with a rich text stimulus that contains varied and rich vocabulary to promote a love of writing and literature. **Immersion** in the text promotes spoken language, provides opportunities to develop word level work. Language and structural features of text are explored through 'reading as a reader'. At this stage children produce a Site of Application piece of writing that allows them to write a piece in a genre they are familiar with and have written before.

Children are then taught the skills needed for their final outcome through 'reading as a writer'. The children explore one or more WAGOLLS (**W**hat **A** **G**ood **O**ne **L**ooks **L**ike) to support their understanding of the key features that should then be used when writing a particular genre.

Grammar and punctuation features will be taught and language explored and experimented with. Finally, children will plan, write and edit an independent piece.

We encourage children to edit their writing from Foundation stage. A two-step approach to editing is implemented as follows:-

**Step 1** - 'Must Haves' which focuses on the 'secretarial aspects' in every piece of writing

**Step 2** - A Deeper Edit (or re-draft) usually with an extended piece of writing but not every piece.

Opportunities are provided for self, peer and teacher assessment of written pieces.

In line with the new National Curriculum, we ensure that Spelling, Punctuation and Grammar are taught during both writing lessons and as discreet sessions.

There is clear progression in our teaching of writing:

**Modelled writing** - The teacher verbalises the thought processes as a writer and makes explicit the structure, language features, spelling and punctuation of the text type as appropriate.

**Shared writing** - This is a collaborative process, which involves the pupils sharing their thoughts and ideas with the rest of the class. The teacher selects the most appropriate response(s) ensuring they give reasons for why they have made that choice as well as using teaching opportunities to refine and edit the piece of writing.

**Guided writing** - The teacher or teaching assistant works with a group of children during a focused writing activity with a clear objective. Guided writing aims to provide an appropriate level of challenge and will focus on a particular aspect of the writing process e.g. planning, composition, editing, that will both support and move the children forward in their writing skills.

**Independent writing** - Children are given the opportunity to apply their understanding of the text type in their own writing. This will take place as an independent task

**Extended writing** - Opportunities for extended writing must be planned for. This extended writing may, at times, form a cross-curricular link with another subject, for example, writing a diary entry as Rosa Parks, whilst imprisoned. Extended writing may extend the skills taught in shared writing or create an independent writing time to assess the children's progress and understanding.

We design our own units of learning, customising them to meet the needs of all our pupils. This ensures our teaching and learning meets the demands and interests of the full range of learners and keeps pace with changes. The units of learning and the writing outcomes can be seen on the

**English Writing Long Term Plan.**

## **Impact**

### **How we monitor the impact of our teaching of Writing**

At Bloxham Primary School, we see the success in writing through the enjoyment and love of writing shared in every classroom. Pupils will be confident in talking about their writing with both staff and other pupils and seek to develop their ideas during the writing process. We measure the impact through discussion with staff, children, parents, learning walks, book looks and regularly assessed

pieces of writing. We also meet with Partnership schools, to discuss the teaching and learning of writing and share best practice, as well as moderate writing judgements.

### **SPaG**

Beginning in Year 1, and continuing through to Year 6, our children follow the Spelling EdShed Spelling Shed for spellings and the Rising Stars Grammar & Punctuation programme for punctuation and grammar. It is an expectation from all teachers and support staff that children will apply their SPaG skills whenever they are writing, and in all curriculum areas e.g. when writing in History, Geography or Science, for example.