

St James' CofE Primary School

Writing Intent, Implementation & Impact

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Next steps:

- 'Continue to improve the quality of teaching targeted support in Key Stage 1, so that pupils make more rapid progress and standards increase to be in line with national average.'
- Continue to develop the school's focus on the most-able in order to ensure the more able pupils exceed age-related expectations by the end of each key stage.

The national curriculum for Writing intends to ensure that all pupils:

1. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
2. Appreciate our rich and varied language heritage
3. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
4. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
5. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

English has a leading place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others. All the skills of language are essential to participating fully as a member of society. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong expertise of the spoken and written word.

The programmes of study for writing are:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Writing down ideas fluently depends on effective transcription; that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them, coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Writing Intent

At St James' we intent to ensure our children:

- Develop a love of writing and have pride in their written accomplishments.
- Know how to plan, revise and evaluate their writing effectively.
- Understand that in order for them to develop as fluent writers it is essential that they develop competency in phonics, word/spelling structure and handwriting enabling effective transcription.
- Embedding basic skills in order to widen their knowledge of vocabulary and grammar. This will allow them to develop their writing so they are able to articulate, communicate and organise their ideas for the audience and purpose. (Becoming authors!).

Writing implementation

At St James' we are outward looking and creative in our approach to implementing a high quality writing curriculum.

Our implementation is developed through a secure understanding of the curriculum and subject area.

Planning

1. **Long term:** National Curriculum, EYFS Profile & Development Matters
2. **Medium term:** Half termly planning frame to show prior learning, SPaG, class book overview, outcome, style, purpose & audience. Subject lead monitors coverage half termly.
3. **Short term:**
 - Daily lesson plan includes, Writing activities to link to the class book and theme. Class information shows all groups of children. Activities to be differentiated (SEN children named if appropriate). Clearly defined, child friendly Can I's. Achievable and challenging Steps to Success. SPaG focus clearly identified. Opportunities for pupils to determine their own Steps to Success. Planning to include a daily writing activity. Planning should reflect the needs of the class with key questions and vocabulary. Deployment of teacher and additional adults made clear and activity explained. May include guided write/read activity. Opportunity for paired/group work. Opportunity for self/peer assessment regularly. Planning to allow time for children to reflect on their work and identify next step for learning. TA's to be given a copy of TA assessment sheets to be annotated and kept in a file.
 - Daily lessons incorporate the Teaching Cycle (Teach, Practice, Apply and Review/Assess).
 - Daily lessons incorporate the teaching of spelling, punctuation and grammar.
 - Short term SPaG planning is supported by the use of the NFER tests.

Teaching 'Quality first teaching' linked to teaching standards:

All teachers:

1. 'Know where their children are' through the use of concise summative assessment, prior learning, assessment, individual targets
2. 'Understand where their children need to be' through a secure understanding of year group expectations and/or pre key stage expectations and incisive, ongoing, formative assessment
3. 'Know how they are going to get them there' through the use of individual targets, a range of strategies to promote independence, mastery and high expectations of ALL.
4. Effectively deploy adults, specifically during introductions, plenaries & catch-up sessions
5. Plan for progression during and between lessons.

Learning 'Quality first learning'

We work as a team to ensure all of our children:

1. are school ready
2. feel safe & secure
3. are supported by effective classroom routines
4. are engaged in an engaging, word rich environment
5. have a clear understanding of the high expectations set for them
6. have high expectations of themselves
7. are confident in their written learning
8. feel ready and excited to be challenged
9. are independent learners
10. are effective critical friends

Assessment -

1. Summative/reported - Standardisation (YR - Y6)
2. Summative/reported (NFER SPaG tests) (LDST agreed) - Standardisation (YR - Y6)

* Pre year group/Key stage assessments made of SEND children - agreement by HT.

3. Formative / ongoing - * See Marking, Assessment & Feedback policy
3. Prior learning - informs future planning, demonstrates progress in books,

Standardisation:

1. NFER test (SPaG) YR - Y6
2. LDST standardisation meetings

Moderation:

1. In-house
2. LDST (academy)
3. WOWS (local)
4. Local Authority

Writing Impact * See Subject Lead's Raising Attainment Plan

1. Attainment records
2. Progress records
3. Benchmarking against national (APS)
4. Linked to Performance Management targets