

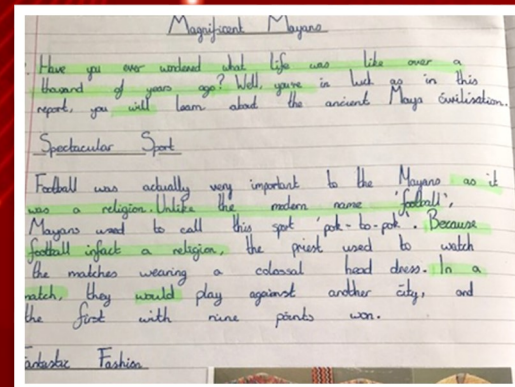


English: Writing

Intent

Writing is taught through a range of engaging stimuli including books, video clips, visitors or real life experiences, such as school visits. Teachers expose children to high quality examples of writing, allowing them to analyse the effectiveness and key features. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Children are given writing targets through written and verbal feedback, and are aware how to improve further. Modelled writing and shared writing form a key part of our writing process at Newcroft, allowing teachers to model high expectations of grammar, punctuation and spelling. We believe it is important to model how a writer may experience 'writer's block'; to overcome this, we use shared writing opportunities effectively to build confidence and generate ideas together. Children are encouraged to let their imagination and personality shine through in their writing; teachers celebrate this in lessons. We believe that writing is an excellent opportunity to allow children to express themselves.

Grammar and punctuation lessons are built in to the writing process, ensuring that these are sequenced effectively to suit the genre of writing. The final stages of the writing process involve the children completing their Big Write. Children use everything they have acquired when analysing high-quality examples, grammar teaching, planning and drafting to complete their final piece of independent writing. Children are given feedback and targets based on this. This often includes 'peer critique', allowing the children to provide feedback to each other before dedicated time is spent editing and improving based on the feedback given.



What?

Impact

We have a sequenced writing approach which allows teachers to use their expertise to plan writing lessons suited to their text and children.

Teachers feel that they have ownership in their writing lessons and can use their own expertise to tailor their lessons to the interests and needs of the children. Teachers follow a clear sequence that builds all elements of writing in order for children to write a chosen genre. They incorporate both reading, grammar and vocabulary skills in their lessons. For example, when teachers have felt the need to engage boys in writing, they have used their lessons to effectively and made lessons 'hands on' and inspiring.

Explicit grammar lessons take place as a key part of the writing process in all year groups, taken directly from the National Curriculum. These are continually recapped and built upon.

The children are taught relevant grammar for their writing and a context is given. This enables children to use this appropriately and effectively. Spelling, punctuation and grammar is taught consistently across the school. In 2019, 87.9% of children in Year 6 achieved the expected standard and above in their KS2 GPS test (equivalent to writing assessment).

We use a wide range of engaging and varied stimuli including books, video clips, visitors and real life experiences to engage and inspire children.

Children are engaging in writing, due to well-planned, innovative lessons. Our teacher assessments are continually well above national average. New quality texts have been purchased that 'hook' children to write. In 2019, 80.8% in Year 2 achieved the expected standard and above and 87.9% in Year 6 achieved the expected standard and above.