



Crowmarsh Gifford C of E Primary School & Pre School

Care, Grow, Persevere, Shine

Crowmarsh Gifford Approach to Writing

This guidance outlines the teaching, organisation and management of the writing curriculum taught and learnt at Crowmarsh. The implementation of these guidelines is the responsibility of all teaching staff.

SCHOOL VISION

A community supporting children to care, grow, persevere & shine.



INTRODUCTION

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which theirs is a central role. We teach them how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating. They begin by learning how to be effective learners and as they progress through year groups this becomes a strong work ethic that has far-reaching impact on secondary school life and beyond.

INTENT

Also see: **SCHOOL VISION, CGPS Teaching, Learning & Assessment Policy**

Subject Intent Statement

Think like an author...Speak like an author

At Crowmarsh, our aim is for all pupils to develop a curiosity and enthusiasm for language that will stay with them throughout their lives. English skills are taught to enable children to speak, read and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. English is both a subject in its own right and the medium for teaching across all subjects; for pupils, understanding the language provides access to the whole curriculum. Set within a metacognitive approach, at the core of everything we teach is talk because we understand that fluency in the English language is an essential foundation for success in all subjects.

Within our English curriculum, pupils are taught to write fluently so that they can communicate their ideas and emotions effectively to others. Knowing that writing underpins all curriculum areas and is an essential skill for children, we encourage a love of writing and provide as many opportunities for children to write as possible. Through engaging in high-quality activities based around a high quality texts and topics, pupils have a chance to develop their writing in a range of genres and contexts, allowing them to grow culturally, emotionally,



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intellectually, socially and spiritually. Pupils will acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Through the core texts selected and studied, pupils at Crowmarsh will learn to appreciate our rich and varied literary heritage and, by the end of their primary school journey, should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Our aim is for our pupils to become confident, ambitious and creative writers who **think like authors** and justify their authorial choices.

Subject Aims

Our curriculum for writing aims to ensure that all pupils:

- 'Think like authors' by developing the skills of reading like a writer and writing like a reader.
- Show high levels of achievement and exhibit very positive attitudes towards writing
- Use and understand language as speakers, readers and writers
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn (elaborating and explaining their ideas clearly)
- Are competent, confident and independent in the use of language in their writing
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Apply their grammatical knowledge in their writing
- Apply their phonetical and spelling knowledge in their writing
- Apply high standards of writing in all areas of the curriculum
- Plan, revise and evaluate their writing.
- Write fluently, legibly and, eventually, with speedy handwriting.

IMPLEMENTATION

Also see: Appendix A – Writing Essentials, CGPS progression documents (Narrative, Non-fiction and Poetry), CGPS Teaching, Learning and Assessment policy

Subject Planning & Teaching

Children take part in daily English lessons that are progressive and support skill development. Pupils are provided with a range of writing opportunities involving the use of paired, group and independent writing tasks. This is developed across Key Stages, so that pupils learn to respond appropriately and supportively to each other.

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

English Curriculum Link to EYFS Framework:

The Early Years Foundation Stage curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication and Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing.



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Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children are taught to: write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters and to write simple phrases and sentences that can be read by others.

Children learn through a topic-based approach, involving play, speaking and listening activities, teacher modelling, group work and self-direction.

KS1 and KS2

Our writing curriculum is mapped to ensure alignment with the national curriculum content and programme of study, ensuring that pupils are exposed to a wide range of quality texts, across different genres. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for English, spelling, punctuation and grammar and handwriting.

Through careful planning, following a consistent approach to creating each learning journey, teachers adapt their class curriculum to meet the needs of the children they teach with the aim of developing independence and each child meeting their full potential. We acknowledge that children learn in many different ways and recognise the need to use a range of different teaching and learning strategies that will allow all children to learn in ways that best suit them.

Within each unit of work (learning journey), learning progresses through the following stages of the writing process:

- stimulating ideas and engaging with a text type
- exploring ideas and analyzing examples
- applying grammatical skills/deliberate practice
- creating texts
- evaluating

At all stages of the learning journey, teachers share quality examples, model responses (thinking like an author), model writing and scaffold according to the needs of the children. Pupils are taught to '**think like authors**' and to understand the whole process of writing from planning and draft writing to editing and publishing. Learning objectives and success criteria are developed from our CGPS progression documents in narrative, non-fiction or poetry, are shared with the pupils at the beginning and during the lesson. Progress against towards these objectives is reviewed by children during lessons, and by the teacher as part of their ongoing formative assessment and planning of future learning.

Handwriting is taught at least weekly, following the CGPS agreed progression, to ensure the development and progression of joined handwriting. Sessions will include teachers modelling to the children how to correctly form their letters, ensuring ascenders, descenders, capital letters and where appropriate, joined letters, are being used accurately.

Spelling is taught through the Babcock Spelling scheme 3 times per week.

CG Writing/SPaG resources

- High quality texts
- Dictionaries
- Thesauruses
- GPC (grapheme phoneme correspondence) visual mats/ cue cards/HFW flashcards/spelling mats
- Word banks/mats/fans
- Working walls
- WAGOLLS/WABOLLS



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- Babcock Spelling Scheme
- CGPS progression documents for: narrative, non-fiction, poetry
- CGPS assessment grids (KPIs) for writing

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the writing curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

The learning objectives and success criteria in each planned lesson show how children might demonstrate what they have learnt – these are informed by our CGPS progression documents in narrative, non-fiction and poetry. Assessment informs planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment. Children are given regular feedback and encouraged to reflect upon this and make improvements to their work.

Overall, children's progress in English is assessed against age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programme of study. At Crowmarsh we use Insight Tracking and our CGPS assessment grids (KPIs) to support our summative assessment of writing and SPaG.

Pupil Voice:

As part of the on-going review and development of our curriculum, the English / SPaG Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the writing/ SPaG Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for writing within the Crowmarsh Gifford curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of writing.



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- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key skills are evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Writing Essentials

Year Groups		EYFS to Year 6		
Time Allocation		Daily English lessons (1 hour – but shorter in EYFS)		
	Resources	In every unit	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> NC writing objectives (Insight) CGPS progression documents: (Narrative, Poetry, Non-Fiction) Quality texts 	<ul style="list-style-type: none"> Stimulate and generate ideas, engage with the text - build knowledge, stimulate thinking, generate vocabulary Capture, sift and sort explore the writer's craft - explore the grammar of the text, imitate features of writing, deliberate practice Create, refine, evaluate - plan, draft, edit and improve, publish 	<ul style="list-style-type: none"> Learning appropriate to agreed CG subject progression documents (narrative, poetry, NF) Use of a range of well thought out resources including IT Focus on handwriting & presentation Exposure to and understanding of new and unfamiliar words used in context Skills in writing are developed across a range of genres Write for a range of purposes and audiences A secure knowledge of spelling and grammar is embedded Children are encouraged to 'Think like an author' Daily SPAG sessions (min 15mins) 	
IMPLEMENTATION	<ul style="list-style-type: none"> CGPS progression documents (Narrative, Poetry, Non-Fiction) NC writing objectives (Insight) All Aboard Phonics Babcock Spelling scheme CGPS handwriting progression 	<ul style="list-style-type: none"> Learning journey shared with children and displayed in classroom Talk for writing Text exploration and analysis – collect examples, generate vocabulary Shared WAGOLLS/ WABOLLS Exploration of grammatical features Chances to imitate features of writing - deliberate practice Shared writing Modelling of the writing process (as appropriate to lesson content) Scaffolding used to develop writing skills, leading to independent writing Unit specific word banks and sentence stems Editing and up-levering used in a progressive way. 	<ul style="list-style-type: none"> WALTs linked to CGPS progression documents/NC Success criteria (children involved in generating, adding to and developing each lesson) WALT and date, underlined using pencil. Modelling thinking like a learner/author I do, we do, you do Discussion about new and unfamiliar words Key vocabulary, resources and current learning displayed on working wall Discussions with children In-lesson feedback, self and peer assessment, as appropriate Children aware of their next steps 	<ul style="list-style-type: none"> Thumbs up/down Trio discussions Think-pair-share (higher order thinking) Whiteboard responses Use of dictionary to understand new and unfamiliar words Spelling journals Spelling/phonics mats, word banks/fans, dictionaries and thesauruses Essential sheets trimmed and stuck in to books neatly.
IMPACT	<ul style="list-style-type: none"> Insight tracking CGPS Assessment grids Teachers AFL records/notes 		<ul style="list-style-type: none"> Questions to check understanding. Scanning classrooms Mini plenaries Marking/feedback, as appropriate, in accordance with CG policy Discussions with children. Adapted planning for the next lesson. Children's self and peer assessment Teachers' AFL records/notes 	<ul style="list-style-type: none"> Peer evaluation Self-assessment Flexible groupings. Children's peer and self-assessments. Testing Quizzing