



Subject on a Page – Writing

Why we teach it?

Writing is fundamental to the implementation of the broad and balanced curriculum we provide at Marsh Lane Primary School.

Our Writing curriculum values:

- familiarising children with a wide range of writing genres
- encouragement of children to make links between writing genres and across different areas of the curriculum
- embedding learning and deepening writing skills
- building up children's writing stamina

The aims of the Writing curriculum are:

- To enable all children to write clearly, accurately and coherently
- To encourage all children to write for a range of content, purposes and audiences
- To develop a rich vocabulary
- To develop all children's skills in planning, revising and evaluating their writing
- To develop all children's spelling, punctuation and grammar skills

Intent – What we teach

The National Curriculum objectives for writing are taught explicitly and through our thematic curriculum.

In EYFS and KS1, the majority of children's writing outcomes are based on their core texts and link texts are used for short burst writing or to enhance VIPERS skills.

In KS2, genres are taught in a progressive planned way, building on skill year by year.

The spelling, punctuation and grammar objectives are included within the writing outcomes as appropriate to the text type; any remaining objectives for each year group are taught discretely.

Implementation - How we teach it

Phonics and Spelling

EYFS and KS1 pupils have daily phonics sessions following the 'Bug Club' programme. Pupils learn through synthetic phonics, the teaching of writing in which particular graphemes (letters) and their associated phonemes (sounds) are decoded through segmentation to spell words. Daily sessions help pupils progress through the phases within the 'Unlocking Letters and Sounds' progression document. In Foundation Stage 2, pupils cover Phase 2-4, Year 1's cover Phase 4-5 and Year 2 pupils cover Phase 5a spelling recap-5c mastery. Year 2 children follow 'Unlocking Letters and Sounds' until Christmas as guidance dictates then they move onto Spelling Shed. The 'No Nonsense' programme supports the teaching of spelling, embracing knowledge of spelling conventions, etymology, morphology, phonics and definitions of words. The programme is split into weekly spelling patterns, which are organised by year group; it also includes sessions on the common exception words and challenging spellings.

The 'No Nonsense' scheme progresses through the spelling patterns set out in the National Curriculum. Year 2 and KS2 children have weekly spelling tests. Specific spelling interventions such as Precision Spelling are used to practice and embed personal spelling lists.

Handwriting

Progression in teaching handwriting follows the statutory guidance as set out in the National Curriculum. We use the Letter Join Scheme.

Vocabulary, Grammar and Punctuation

In KS1 and KS2, Grammar and Punctuation sessions are incorporated within the writing curriculum outcomes as appropriate to the text type to support the compositional aspects of cohesive writing. Any remaining objectives for each year group are taught discretely.

Writing

The high-quality texts which form our Reading Curriculum are used to engage all pupils in practising and developing their transcription and composition skills which progress through the year according to the National Curriculum requirements. Throughout the school, all writing outcomes are based around our thematically linked texts so children can experience a wide variety of writing opportunities across a range of genres. Our Writing Curriculum has been structured to ensure that the same text types include the grammatical features appropriate to each year group, in order to demonstrate clear progression in writing across the school. The use of different Oracy activities further engages the children, leading to a greater understanding of text types, characters, events and overall structure. This allows children to experiment confidently within their own writing. Writing is celebrated via display and awards.

Impact – evaluation of the above

In KS1, Phonics assessments are carried out at regular intervals throughout the year and data is analysed and used to tailor provision. Every KS1 child receives daily personalised phonics or spelling sessions, either with a teacher or TA.

- EYFS Writing results %
- Phonic results Y1 92%
- KS1 Writing results 73% achieved ARE of which 14 % achieved GDS
- KS2 Writing results 77% achieved ARE of which 22% achieved GDS

Pupil Voice:

What do you like about Writing?

*That you can write and then spend time editing. I like editing and think I will do it as a job when I am older.
I love showing off my SPaG skills!
Looking at a page of writing and feeling proud!
Being able to be creative and use lots of vocabulary.*

Are you a good writer?

*Yes, I think so! Mrs Morris gets very picky when she marks our writing – the pickier she is means the better our writing is!
Yes, I know because writing has been up on the WOW WRITING WALL
Yes, I know because I have been given a Writing Wizard award twice this year.
Yes, because we entered a competition and nearly all of the class were chosen to have our writing published in a book.*

