



Subject on a Page - WRITING

We aim to...

At Brackenhill, we see writing as an essential skill that is integral to all other learning. We want our children to become effective communicators so they can formulate their own ideas both in school and beyond. Therefore, we aim to:

Deliver an engaging and exciting curriculum that helps develop a love of writing and inspires children to want to write.

Encourage children to be imaginative and to bring this to their writing.

Provide children with the essential skills in grammar, spelling, punctuation and composition that will be life-long.

Support children to express their thoughts and ideas clearly and creatively through the written word.

Develop children into writers with an understanding of the writing process, including proofreading and editing to enhance their work.

How do we achieve our aims?

A systematic approach

English lessons are taught using aspects of both the Grammarsaurus writing journey and Talk for Writing. These approaches place assessment for learning at their core, meaning that teachers plan to the gaps in their children's knowledge in every unit. It uses diagnostic lessons to gauge what children already know so that specific content is planned and taught throughout.

A Clear Writing Journey

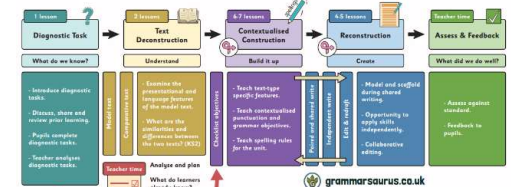
Throughout the school, lessons are clearly structured to allow children to develop essential knowledge and skills. Diagnostic tasks help teachers identify gaps and the journey allows time for teachers to plan those in. Text deconstruction using high quality model texts, allows children to investigate what makes up the text type they will be writing. Contextualised Construction allows teachers to teach specific content linked to text type, grammar and spelling. Reconstruction allows children to build up their own text with lots of opportunities for shared and modelled writing before applying their skills independently. Then once assessed, children are given the opportunity to edit and improve their work. Speaking and listening is weaved into the entire writing process.

High Quality Texts and Models

Each writing unit has a high-quality key text attached as a driver and also a model text, many designed specifically linked to our school writing map. These texts and visual stimuli spark the children's imagination and inspire ideas for writing. They are also used to explore layout and language features of specific text types.

Grammar Teaching

Year 2 – 6 begin the year with a unit called Place Value of Punctuation and Grammar (PVPG). This unit has a big focus on nouns, verbs and syntax, enabling children to understand what makes a sentence. The units incorporate more technical content as the children go through school, building on previous knowledge to help embed learning.





Subject on a Page - WRITING



How do we achieve our aims?

Progression

Our writing units have been planned progressively with 7 text types re occurring throughout school. Knowledge and skills are built on across school using our Writing, Grammar and Spelling maps. The first full writing unit every year group completes is a non-chronological report, moving onto a recount so both present and past tense are covered early on.

Vocabulary Development

High level vocabulary linked to writing is taken from modelled and comparative texts. Words are displayed on working walls within the classroom and children have access to dictionaries, thesauruses and word mats to support them in their word choices. Teachers model using new language in context to help children understand and decide which words choices would be appropriate. Whole class reading supports writing by defining new vocabulary that is encountered so that it can be naturally integrated into children's writing. Word of the Week has been progressive planned for each year group and embedded as part of our daily spelling sessions helping to expose children to more tier 2 vocabulary.

Spelling

Children are introduced to a new spelling pattern every week. They have daily sessions to help them learn the pattern as well as incorporating words from the statutory spelling lists. Specific spelling patterns are linked to writing units and are mapped so teachers know which ones to focus on in any given unit. They form part of the diagnostic sessions at the beginning of each unit.

Handwriting

Correct letter formation is taught from the EYFS through engagement with Read Write Inc and this is practised daily. Once Year 1 children are confident with printing letters, they are introduced to cursive handwriting, which is further developed in Year 2. In KS2, handwriting is reinforced through modelling, but handwriting lessons can be taught if cohorts require them. Text on school displays use the cursive font to ensure children see the expectations and handwriting bugs are displayed in every classroom so children can aim for their pen licence and progress through the different levels.

Inclusion

All children have access to English lessons and teachers will carefully plan lessons to remove barriers for these children. Children can record their work in different ways ensure that they have a successful outcome e.g. dictation using an Ipad, talking postcards and the use of video recording to help develop ideas.

Accurate Judgements

Teacher assess each piece of long writing based on our schools KPI grid and they attend termly moderation meetings to help validate their judgements. Based on these assessments, children will edit and improve their work.

How will we know we have achieved our aims?

Children know more, remember more and have skills which equip them to progress from their starting points.

Children produce high-quality writing that is well-presented in a range of ways.

Children's understanding of the writing process helps them make good progress.

Children enjoy English lessons and are confident to share their learning and ideas with others.

Children have a widened vocabulary and can write texts which include rich vocabulary choices.

Children's communication skills are strengthened.