

Implementation - Writing

Writing is taught 5 times per week in Key Stage 1. Writing is taught following the National Curriculum (2014) and against the objectives set out for each year group. A mastery approach is planned for through a combination of whole class teaching, group work and individual work. Pupils are encouraged and supported to make strong connections between reading and writing. Pupils are regularly given opportunities to practise and apply writing skills in other areas of the curriculum

Pupils across school are taught spelling through the use of Read Write Inc. Phonics is taught daily for 40 minutes in groups set across KS1/F2 and each session includes opportunities for pupils to practise spelling new words by segmenting words, counting how many sounds are in words and then representing these sounds using letters. Pupils practise spelling tricky words during literacy lessons and as part of their weekly homework. Pupils will also have the opportunity to write dictated sentences at least once per week during phonic sessions.

Pupils are taught handwriting in line with the Read Write Inc handwriting scheme during their phonic lessons and writing lessons. Children are taught letter formation using mnemonics in F2. Pupils are regularly given the chance to develop and practise their gross motor and fine motor skills to support them with their writing.

All pupils are taught the same writing skills within each lesson. Pupils are encouraged to use their reading to inform their writing. The most able pupils will also be encouraged to extend their writing through the use of more detailed description and sentence complexity. Additional adults are used to scaffold and support pupils learning where necessary, ensuring all children progress through the curriculum at broadly similar pace. Within a class, some pupils may work at a slower pace in order to consolidate previously taught skills.

There is very clear progression across all three year groups. Each year groups progression is mapped half termly, plans inform teachers medium and weekly plans building on knowledge and skills. In Early Years we use a range of planning tools including 'Development Matters' and 'Drawing Club' to plan the teaching of early writing in line with the Early Years Framework. Activities are linked to current themes and the children's interests.

Impact

The pupil's English education allows them to develop key skills, knowledge and vocabulary to build a strong foundation in writing. Pupils enjoy, and are engaged in writing. The vast majority of pupils make good progress from their starting points. Pupils feel supported by staff and learning is pitched with an appropriate level of challenge. Pupils' progress is assessed by teachers throughout lessons as well as at the end of each half term. Clear assessment criteria are used by teachers to assess whether pupils are on track for the expected standard. Children in Year 2 are assessed against the End of Key Stage One Non-Statutory Teacher Assessment Framework. Assessment of pupils shows that the majority of pupils achieve the expected or greater depth standard.

English monitoring includes work scrutinies, lesson observations and/or learning walks, pupil voice interviews/questionnaires in order to ascertain correct curriculum coverage, the quality of teaching and learning as well as the children's attitudes to and retention of writing skills. This information is then used to inform further curriculum developments and provision is adapted accordingly.