

Writing at Kingsmoor



*"Words are our most inexhaustible source of magic."
J. K. Rowling.*

Intent

At Kingsmoor, we believe that every pupil will have access to a high-quality education in English which will teach pupils to speak 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, regardless of their background, needs or abilities.

We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately, coherently, and creatively, adapting their language and style for a range of meaningful contexts, purposes and audiences.

Handwriting, spelling and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader. These skills are also frequently referred to during English lessons to ensure that pupils have retained these skills and can apply them consistently. We believe that all pupils should be encouraged to take pride in the presentation of all their writing. From the beginning of the school, all children follow the Nelson scheme and will present their writing in a variety of ways and writing across a variety of genres for both English lessons and the wider curriculum. Children will acquire and learn the skills to plan, draft and refine/edit their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful, where possible linking our reading, writing and the topic areas that we are covering. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning. Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Implementation

Children in KS1 and KS2 have daily exposure to Reading, Writing and Spoken Language. In KS1, pupils explore through a mix of play and formal lessons and follow a teaching sequence which involves: Research and Reading and spoken language (Drama/role-play) which leads into Writing.

In KS2, English lessons are explicitly taught on a daily basis. KS2 follow a two-week teaching cycle which involves finding features of a genre, reading and analysing texts which enables pupils to become immersed in the genre, research, spoken language

Impact

Assessment criteria has been developed in line with the National Curriculum requirements and enables us to assess children as they move through each stage of their learning journey. We have developed our own TAF's for Writing in every year group from Year 1 –Year 6. Progress, test results and teacher assessments are recorded on FFT Aspire.

In addition to this, we also regularly lead and attend English Communities across our Trust to discuss standards wider than just our school community. To ensure consistent approaches towards

<p>and a Big Write session. They also develop planning skills, and editing skills are also taught in preparation for publishing their final piece of writing. All lessons and experiences cover a range of reading and writing. Pupils writing becomes more independent throughout the year, and pupils are involved in generating their own success criteria as they recall the features of that genre from previous years and include these in their 'Simmer,' 'Bubble' and 'Boil'.</p> <p>Grammar sessions are also taught through English lessons and where possible, link to an aspect of writing so that pupils are able to apply their grammatical knowledge. Spelling is taught explicitly through our own developed spelling programme, which involves learning the spelling through recognising syllables and daily rehearsal. We also follow the Nelson Handwriting scheme to develop and promote high expectations of handwriting and presentation.</p> <p>Additionally, we develop the children's vocabulary with rich and engaging texts and link these to our Kingsmoor Learning Pathway where possible.</p>	<p>Writing judgements, year group teachers attend local Harlow Writing moderation sessions as well as moderation meetings within the Trust. We take part in the No More Marking scheme, which allows us to make comparative judgements in writing against other schools' writing nationally.</p> <p>In our academy, we carry out regular and consistent learning walks, book monitoring and pupil perceptions to measure the impact and assess the implementation of our curriculum.</p> <p>Our aim is to achieve a GLD (Good Level of Development) in EYFS in line with national standards and be at or above the national standard in the National Tests (SATS). We strive to ensure that all pupils make sufficient progress to meet or exceed age-related expectations.</p> <p>We hope that our pupils leave us with a passion for Writing and that this continues into their adult life. We equip them with writing skills which will last a lifetime.</p>
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<p>Assessment</p> <ul style="list-style-type: none"> • AFL, through questioning and summative and formative assessment is used within each lesson to establish next steps for pupils, which pupils respond to. Tests are used to assess retrieval and recall and the impact of teaching and learning. We use SATS papers, NTS and CGP assessments. • All National Curriculum aims and objectives have been mapped out and are tracked through the use of writing TAF's which we developed which are progressive across all year groups. Teachers can assess whether each objective has been covered and enter assessment levels related to ARE (Below, Working Towards, Expected, Greater Depth) using FFT Aspire. 	
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<p>Monitoring following the MERS cycle</p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> • learning walks during English lessons • monitoring data on FFT Aspire • scrutiny of English and spelling books • speaking with pupils and discussions about what they have learnt and enjoyed, either through pupil interviews or pupil perception responses 	<p>Marking and Feedback</p> <p>Work should be marked according to the school marking policy by:</p> <ul style="list-style-type: none"> • highlighting the LO to show the children have understood the learning from that lesson • ensuring that the teacher's comment is linked to the achievement of an aspect from the 'Simmer, Bubble, Boil'. Next steps should be linked to a skill from the 'Simmer, Bubble, Boil' that the child has not quite achieved • stamping the work to show whether it was independent work or whether they received additional support
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- Spelling errors should be indicated by using the symbol 'sp' and encouraging pupils to identify the word that is incorrect. They should then correct the spelling using a dictionary (in accordance with guidance from the NC).
- misconceptions are addressed through either verbal or written feedback
- self and peer assessment are also used

EYFS

In our Early Years provision, our pupils are taught to link sounds and letters and to begin to read and write.

We believe that our children leave our Early Year's provision with key skills which can be built upon as they enter Key Stage one.