Writing

Intent

Ravensden CE Academy recognises the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced literacy curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

This policy outlines the school's approach to teaching writing.

At Ravensden CE Primary Academy we endeavour to create a love for literacy. We want every child to leave Ravensden Primary with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Implementation

The work covered at Key Stages 1 & 2 is built on the National Curriculum Programme of Study. Writing is incorporated across the curriculum. The following model is used throughout school to take the children from the stage of immersion in a text through to independent writing.

Throughout their time at Ravensden Primary, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real

enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in all subjects.

- Staff are aware of skills coverage and progression for each age phase which is used to plan writing in each class. These are highlighted and handed to the receiving teacher as well as the English lead at the end of each academic year

- High quality texts, linked with the class topic, are used to stimulate writing and add purpose to the writing task

- Trips and visiting experts who will stimulate and focus creative writing experiences

- As well as using high quality texts, EYFS and KS1 pupils use RWI to develop their writing skills, including sentence structure, punctuation and spelling.

- KS2 (and when appropriate KS1) use elements of Jane Considine's The Write Stuff, to bring clarity to the mechanics of writing and provides clear systems through which to focus the writer's attention. "The Write Stuff" follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. High expectations are coupled with careful monitoring and scaffolding, 'holding the hands' of our children and looking at the mathematics of a sentence so that they feel ready to write independently using the wide range of writing tools they have been trained to use.

  An individual lesson is based on a sentence model, broken in to 3 learning chunks. Each learning chunk has three sections:

  Initiate section – a stimulus to capture the children's imagination and set up a sentence.
  Model section – the teacher close models a sentence that outlines clear writing features and techniques.
  Enable section – the children write their sentence, following the model.

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

- Regular unaided writing tasks across the phases are assessed half termly and next steps discussed with pupils

- Pupils are taught letter formation as a part of their Read Write Inc lessons and are encouraged to join their handwriting when appropriate. All pupils are encouraged to join from Year 3 onwards, if not before.

- Pupils aware of writing targets which will be used across the curriculum

- Pupils are encouraged to edit and improve their work. KS2 use Peer Critique to develop these skills

- When possible, publishing of children's writing is encouraged e.g. through creative writing competitions

Impact

Our Writing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

- Children can understand and apply the fundamental principles of spelling grammar and punctuation in their writing

- Children can evaluate, improve and redraft their writing

- Children are responsible, competent, confident and creative writer's

- Children experience the achievement of becoming celebrated published authors'

- Children develop an author's voice

- Children communicate clearly using accurate grammar, punctuation, handwriting and spelling

Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth.