

Intent

Our aim at Pentland is for pupils to develop the key writing skills and produce quality written work. We aspire for pupils to be confident writers, who enjoy the writing process and experience writing for different purposes across the whole curriculum. We aspire for our children to develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners and confident writers. We promote vocabulary and language, to develop our children's interest and love in the written word, using a text-based approach with books that will engage, inspire and motivate. We ensure that children's writing is relevant and meaningful so that children write fluently and with interesting detail for different purposes. Pupils develop excellent transcription skills that ensure that writing is well presented, punctuated, and spelt correctly.

In writing lessons, you will see/hear:

- All children having the opportunity to read, discuss and perform their work.
- Shared writing and modelled writing, to help pupils understand how to write different text types.
- Children writing different types of text, with an enjoyment for writing.
- Scaffolds available for pupils to access independently e.g. Grapheme Mats, key vocabulary on the working wall.

Our priorities to improve Writing are:

- To ensure a range of fine motor activities are available within the EYFS
- To research and embed a handwriting scheme for KS1
- To continue to plan sequential and exciting opportunities for writing.

What do our pupils say about Writing?

"It is fun and you get to do all sorts of different things. We learn how to write interesting words" – Year 2

"We do handwriting and know rhymes for letters" - Reception



Implementation

At Pentland the whole curriculum is shaped by the school vision which enables all children to achieve. We teach the EYFS and National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Our writing curriculum provides a holistic approach, incorporating language, vocabulary development, reading, writing and SPaG. We use a text-based approach, and have incorporated and adapted elements of 'The Power of Reading' into our writing lessons. These provide invaluable opportunities for reading, discussion, questioning, drama, imitating and writing within English. Teachers plan well-structured, progressive lessons to meet the needs of all learners. Teachers clearly model writing skills and learning is documented through working walls and shared writing sessions. Children are given opportunities to apply their taught skills to independent pieces of writing. Within our English lessons, children are taught discrete punctuation and grammar skills. In EYFS, pupils have access to fine motor activities, mark making and writing opportunities within their provision. In Reception, children experience lots of purposeful writing opportunities through continuous provision, story scribing and contributing to class books. In Key Stage One, there is an expectation that pupils will write in at least 4 of their English lessons a week. Expectations and objectives within all lessons are linked to the National Curriculum age related expectations. A high standard of handwriting is modelled across school and children are encouraged to imitate this.

Writing Interventions at Pentland

- Same day interventions
- Small group writing assessments to target identified needs (both working towards and greater depth)
- 1:1 IEP work linked to writing
- In EYFS, there are daily name writing and handwriting groups

Writing at Pentland

'In a Nutshell'



Impact

Monitoring of the standards of children's work and of the quality of teaching in Writing is the responsibility of the subject leader and SLT. This is done by regular learning walks, monitoring of planning and 'Book Looks'. The impact of this is that our children have the age-appropriate knowledge and skills to be able to write successfully for a different audience or purpose. Children become confident in all aspects of Writing, and this is evident through improved writing standards throughout school in all subject areas. All children make good progress, measured from their individual starting points and the age related National Curriculum expectations. Our aim is for all pupils to enjoy writing and be able to talk confidently and enthusiastically about their learning.

How do we assess our children?

Verbal feedback is given in each lesson and we live mark the work which the pupils. At the end of the English lesson, the teacher will reflect on any common misconceptions or key skills which may need re-teaching or revisiting. These will inform future planning. We complete half termly assessments of writing, ensuring we moderate between staff. This data is input onto Target Tracker. In Year Two, we also update the TAF.

EYFS Non Negotiables

- There will be daily fine motor activities to practice pre-writing skills
- Pupils will take part in at least one focussed writing task in the provision each week
- Writing areas will be available in each classroom and outdoors
- Handwriting should follow the Little Wandle phonics scheme and letter formation phrases

Key Stage One Non-Negotiables:

- We will follow the Little Wandle phonics scheme
- We will provide opportunities for writing each day
- Planning will be progressive, ensuring sequential learning
- Writing activities will be available in the continuous provision
- Resources to support pupils writing e.g. word mats,