



# Writing

## **Intent**

At Cockfield Primary School 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 and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.

## **Implementation**

### Classroom organisation

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as word banks, phonics mats or a greater level of modelling. Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

### Spellings

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Twinkl Spelling Scheme to support their teaching and to provide activities that link to the weekly spelling focus. Children are also given opportunities to continually revise statutory spellings. Through verbal feedback and marking, children are encouraged to identify incorrect spellings in their own writing and correct them. Incorrect spellings are carefully selected by teachers according to that child's known ability. Children are also encouraged to be independent learners by using dictionaries and the internet to find the correct spelling and meaning of words.

### Grammar and Punctuation

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

### English Lesson Sequence

Each year group have a yearly overview of the writing genres, narrative, non-fiction and poetry, that they will teach. These have been planned to ensure correct coverage of the key genres as well as ensuring that skills are being built on from year to year. New genres may take two weeks of teaching, whereas more familiar genres may be revised within a few lessons. The outcome of teaching specific genres will be an Extended Write which will be used to assess the pupil's skills against the agreed success criteria. Narrative units of work are linked to a carefully chosen text that acts as a stimulus for teaching identified texts, and word and sentence level features that children will be expected to include in their extended writing. Non-fiction units and poetry are also taught through a quality text or may be related to another curriculum area.

Teachers may also use short video clips and real-life experiences as a stimulus for writing a range of genres. Where possible, teachers also seek to find opportunities for children to write for an intended purpose, such as writing thank you letters to visitors, writing blogs for the school website and entering writing competitions.

### Marking and Feedback

Feedback and marking should be completed, where possible, within the lesson. Children are regularly given the opportunity to reflect on their writing the next day and edit where possible. All marking and feedback is given in line with our marking and feedback policy.

### Summative Assessment

Summative assessments will be recorded in each teacher's writing assessment file. At the end of each term, writing assessments are submitted to the Headteacher and progress is tracked using the school's own tracking system. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended writes that pupils produce. Teachers will refer to the TAFS in Y2 and Y6 and the 'Assessing without Levels' document that has been developed for other year groups as a support for making judgements and to inform planning.

## **Impact**