



## Writing at Braunston School



### Intent

At Braunston C.E. School we regard writing as a vital tool, at the heart of our curriculum alongside reading, for all children to be equipped with in order to access and enjoy our curriculum and meet the aims and breadth of the National Curriculum. Learning to write is an entitlement for all children to master as they progress through their learning journey within and beyond our school.

Leaders and all staff at Braunston C.E. Primary School are determined that all children become confident and competent writers, reflecting and complimenting their reading, speaking and listening –these skills are all fundamentally important to their everyday life. This is demonstrated by the emphasis on writing development in our Academy Improvement Plan AIP. Our ambitious curriculum is designed with a core of key outcomes in mind that motivate and enable all children (including those with SEND needs) to achieve their best writing outcomes:

We are committed to supporting and nurturing each child in becoming

- confident and neat transcribers
- competent spellers
- masters of an ambitious vocabulary
- accomplished in their use of grammar
- determined and skilled composers of a range of texts
- and most importantly, develop a love of and passion for writing.

In equipping each learner with these essential writing skills, they wield the tools to access and accumulate cultural capital.

### Writing Implementation

#### Early Writing/transcription

In pre-writing a lot of work takes place to develop children's gross-motor skills - this can either be done through mark-making using paint brushes and buckets of water outdoors or playing skipping games using ropes and throwing bean bags into hoops. They then move onto refining fine-motor skills - this is usually done by picking up objects using tweezers, threading beads onto strings or kneading play dough.

In Reception phonics is taught, linking sounds to letters and learning how to blend. They then learn how to hold a sentence, using finger spaces and punctuating with capitals, full stops and question marks. They are taught how to identify errors within sentences and self-correct, talking about making marvellous mistakes. In addition to this, five spellings a week are given

to learn with a spelling quiz at the end of the week (rotten red words). During the course of the year, they write in different genres to rehearse these skills.

### **Writing Genres**

We strive to create an enjoyment of writing amongst our children along with a recognition of its importance; our sequenced and ambitious curriculum enables this throughout the school. We carefully select and create quality texts to provide meaningful contexts and engaging stimuli for writing. Writing genres are carefully planned across the school to ensure progression within and between year groups. This begins in KS1, where although non-fiction genre ingredients are not required to be explicitly taught, children are exposed to a range of text types. In KS2, there is repetition of non-fiction text types in order to build expertise in these areas. Fiction text types are explored in every year group, with the genres and aspects of fiction taught being mapped out carefully. (progression of writing curriculum document).

### **Writing Teaching Sequence**

Each writing unit that is taught follows a sequence to embed and progress learning in understanding the genre and the writing skills. Following a pre-assessment (last hot write or cold write with non-fiction), three key skills are selected to be the focus, with the challenge of the year group in mind. There are 4 main stages to the writing sequence: a model text is used to demonstrate the genre and chosen skill focus which is analysed; the focus skills are then taught explicitly and explored using a range of teaching approaches (approaches to writing teaching document); the focus skills are modelled back in to the context of the genre; following an immersive experience, a hot write is planned and carried out for independent application of the skills in to a new context.

Our model texts ensure that age related skills are modelled, even where they are not the focus. The focus skills are selected from grammar (word and sentence), punctuation, cohesion and composition skills in our curriculum. Editing and drafting skills are incorporated throughout a unit as part of lessons.

When skills are taught explicitly in the second stage, this is out of context of the genre and exposes children to many representations of the same information. Different style questions types are used to truly embed understanding, giving opportunities for application of new and revisited knowledge.

During modelling the skills back in to context, staff combine skills in to the same genre and verbalise their thinking so that children understand 'writing decisions' and the author's internal dialogue and rationale. It is important that this is not presented as a finished article to children, but as a document that they see developing in front of them.

In order to break down each writing area further, small step progression guidance is used to ensure staff understand and deliver age related material. This guidance has been produced alongside teachers, for ownership and embedded understanding (small step progression document). Throughout these stages there is an emphasis on vocabulary development and the use of rich and ambitious language.

### **Handwriting**

Handwriting follows our school policy and progression. It is taught explicitly as a standalone lesson, with more regularity at the start of a term, following a break from school. The level of support in books gradually decreases, enabling children to apply their transcribing skills without support. Teachers model, using programs such as 2Handwrite for children to see and clear model repeated. Teachers also model a high standard of presentation in all areas of the curriculum in their models.

### **Spelling**

Spelling draws on phonic knowledge and spelling rules and patterns teaching begins formally at Year 2, progressing through the school to Year 6. This is mapped out using resources provided by a PDET consultant that follows the National Curriculum (spelling route map), allowing opportunities for revisits to earlier taught rules and patterns. These are displayed using the spelling road maps that demonstrate the previous teaching that are accessible for teachers and children.

Daily teaching of spelling rules and patterns allows regular and thorough exploration and revisiting of spelling material. The pattern being explored is shared with home and children can practise applying the rule using SpellingShed (online game). There is not one weekly test, but mini activities and tests to embed learning and understanding. This approach allows learning to be thorough and to 'stick'. In marking, misspelt words that should be known, are highlighted for children to look up and correct. This also informs the 'revisit' section of spelling teaching.

### **Grammar and Punctuation**

Grammar and punctuation knowledge are taught primarily through English lessons. Teachers plan to teach the required knowledge 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 knowledge as standalone lessons, particularly when focussing on identification of specific elements.

Evidence in English books demonstrates that children are developing grammar and punctuation knowledge on an ongoing basis. In order to emphasise the specific knowledge that is being taught, writing tasks are underpinned by clear success criteria. These are used for assessment purposes. The expectations for extended writing will vary across year groups but will always involve children being expected to apply the knowledge that was modelled to them, and thereby meet the given success criteria.

### **Vocabulary development**

A high standard of vocabulary is demonstrated in the models used to teach; the texts selected in all areas of English teaching are of high quality. The Reading Detectives texts, writing unit texts and text extracts selected are of a high quality and vocabulary is drawn on from here when writing. Time is given in all writing units to develop vocabulary, related to the genre and an 'experience' is built in to immerse and innovate children's vocabulary; this can often link to the term's topic for that class.

Vocabulary development is currently a focus at Braunston, with teachers exploring how we improve vocabulary acquisition across the curriculum. We are using Vocabulary Ninja to explore environmental, taught and encountered vocabulary strategies.

### **Feedback**

Where possible, feedback is completed within the lesson, unless children have completed a key writing piece when a more detailed mark is completed- with at least 2 stars and a target. All feedback is given in line with our marking and feedback policy. Children should be clear on what they can do well and what they need to improve within their writing.

### **Assessment**

Pre-assessments of non-narrative units in KS2 inform teachers of a children's understanding of a text type. At the end of all writing units, children produce an independent piece of writing that can be whole, or part of text-a 'hot write'. The ideas and planning will have taken place as a class, with individual application of the skills of that unit (along with layering other skills) should be demonstrated in this. 'Hot writes' in all units inform all year groups of writing skills that need development in the following unit of work. At least two of these independent pieces should take place each half term.

Grammar and spelling is formally assessed once a long term using GAPS papers, in line with PDET expectation. In Year 2 and Year 6, SATs materials are also used to inform future learning.

### **Training**

Our bespoke approach to CPD allows us to personalise the areas in which we train and support staff with their subject knowledge, unit planning and teaching strategies; training (on courses following research and with consultants) for our leaders on these areas is regular, up to date and relevant. A combination of 1:1 support sessions, tailored teaching-staff training on specific skills, lesson modelling and monitoring of these actions enables leaders to both individualise and monitor progression. This ensures that staff have good subject knowledge of writing skills and the steps that are required to be taught within each of these. This approach ensures that there is continuity and a collegiate approach to teaching writing so that new concepts are taught to children, building on prior knowledge and allowing them

to remember these skills in the long term to apply to other contexts. The CPD that took place mapping out the 'small-steps' of writing teaching, without doubt underpins the success in how Braunston teaches children to be effective, confident and independent writers; the involvement of all staff in this process has been nurtured by the supportive ethos, allowing staff to openly ask for help and ensure that they are delivering the best lessons for our children, building on prior learning. Our AIP reflects this in detail, so that staff are fully enabled to confidently deliver, adapt and respond to children's needs.

### Impact

With our intent in mind, our intended impact is clear. Our learners develop detailed knowledge of writing skills, which is reflected through outcomes in national tests and teacher judgement. They, most importantly, are able to communicate effectively and express themselves in a variety of genres in writing to take forward in to their lives, navigating the world around them with skill and flair, enabling them to have the necessary skills and passion to gain cultural capital. They use these skills as they move forward on to the next stage of their educational journey, allowing them to access other curriculum areas and use this as a foundation to integrate new skills in to larger concepts.