

Subject on a page:

Writing

At Hurst Green Primary School, we believe that the teaching of writing is integral to the curriculum: A subject that not only stands alone but plays a key part in all learning.

Intent—We aim to...



Deliver a curriculum which is engaging and exciting, encouraging all pupils to develop a love of writing.

Provide pupils with essential, life-long skills in spelling, punctuation and grammar.

Support all children to express their ideas clearly and creatively through their writing

Develop an understanding of the writing process, including proof-reading & editing their work

Create a culture where pupils take pride in their writing

Implementation—How do we achieve our aims?

A cross-curricular approach Across school, we link our English work to our wider topic work where possible. Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. School's MTP carefully sets out which genres and text types to teach in each year group to ensure pupils' understanding builds upon prior knowledge. No one published 'scheme' fits exactly how we want to teach writing at HGPS so we use elements from 'Talk for Writing', Hamilton Trust and Grammarsaurus to best suit the pupils' needs and to develop knowledge and understanding to build independence in writing.

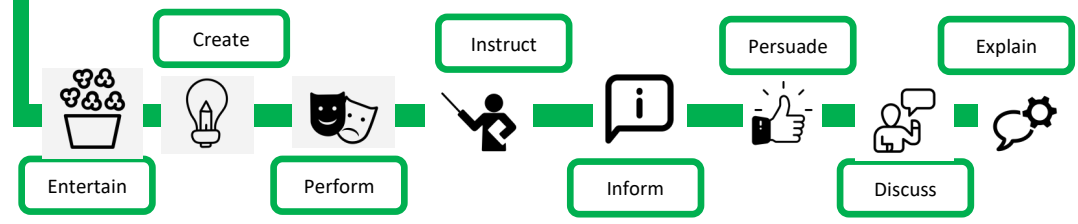
High quality texts In KS1, quality texts are used as a stimulus for writing, hand in hand with 'Talk for Writing' so pupils innovate on the text they have read uses the Talk for Writing process. In KS2, whole class guided reading texts link to the term's topic and feed into the writing process. This works well as pupils are engrossed in the text and therefore are able to produce high quality work including all of the relevant layout & language features of the specific genres.

Regular grammar teaching At HGPS, pupils are taught to use precise grammatical terminology to discuss & learn from the works of notable authors & explain their own choices. Grammar is taught in context, supported by 'Grammarsaurus' to practise and demonstrate different grammar techniques, ready to apply to their independent writing. SPAG.com is used for interventions and standalone SaTs preparation lessons for Year 6 in Summer Term.

A clear writing process Lessons are clearly structured to allow pupils to develop essential knowledge and skills. Effective composition involves forming, articulating & communicating ideas & then organising them coherently for a reader. This requires understanding of purpose & audience as well as secure vocabulary, spelling & grammar. The initial focus for writing always starts with reading a model text, deconstructing it to explore the features, then reconstructing it with their own

Focus on widening vocabulary Developing pupil's vocabulary is crucial & something that starts from EYFS. Each week, class teachers carefully introduce tier 2 vocabulary to the pupils from their whole class text or genre-specific words which are rehearsed, explored and eventually used in their independent writing. Words from previous weeks are displayed whilst that text type/genre is still being

Writing for a range of purposes Pupils in KS1 write for a range of purposes & audiences, which is developed and strengthened in KS2, with pupils furthering their understanding of an author's craft. In KS2, writing purposes are developed from KS1 and new purposes introduced and developed across the key stage to consolidate understanding of text types & enhance grammatical skills. Pupils have the chance to share and publish their work.



Implementation (continued)

Poetry Exploration

Pupils explore a range of poetry in KS1 and, in KS2, specific poetry types are taught across the key stage. Each term, there is a poetry focus week so that pupils can solidify their understanding of poetry techniques, enhance their skills at creating effective poems and practise performing poetry, often to an audience. We also study poets in detail, in particular Benjamin Zephaniah and Michael Rosen, not only their written word but watching how they perform.

Focus poetry types include: acrostic, free verse, shape, kenning, haiku, cinquain & nonsense

Quality editing & publishing

In KS1, pupils are supported to make simple additions & edits to their work, building up their independence ready for KS2. In KS2, pupils edit and improve their work after writing, focusing on their punctuation, grammar, spelling and general 'flow' of writing, often in collaboration with a peer. They understand that editing and improving is a vital part of the writing process. In terms of publishing, pupils' work is celebrated on display, the school website, twitter, in assemblies and shared with other classes so we can all appreciate the work we are doing in school.

Special days

Across the year, we celebrate English in a variety of ways, such as World Book Day, World Poetry Day, Author focus days and many more. Different year groups focus on different diverse authors and poets and writers from our locality.

Strong speaking and listening development

In KS1, for pupils to become fluent, creative writers, they are encouraged to express their ideas through speaking and listening opportunities, including partner talk, role play and hot-seating. These activities provide pupils with the tools to become a successful writer in a lively, engaging and fun way. In KS2, a variety of drama techniques are explored and repeated to enhance pupils' spoken language, presentation skills and as a stimulus for writing, such as freeze framing, conscience alley & debates. Speaking and listening is a key element across the curriculum, playing a vital role in almost all subjects, especially our whole class reading sessions; PSHE, where we have lively discussion & debates; music, where we listen to & appraise pieces of music, plus many more.

Rigorous and consistent spelling

In KS1, Little Wandle phonics scheme is used to teach spelling and Grammarsaurus spelling scheme is implemented after that, once the synthetic phonics programme is completed. In KS2, taught spelling sessions and a later test form the basis of spelling sessions. Pupils investigate spelling patterns and rules, practise examples, explore anomalies and apply their learning to a test, with great success. Spellings are repeated throughout the year as part of retrieval practice.

Handwriting development

The teaching of correct letter formation begins in EYFS & is practised daily in fun & creative ways. Kinetic letters handwriting programme starts in EYFS and is taught across KS1. Once pupils move into KS2, the kinetic letters programme is mostly embedded, however some pupils receive small group intervention where needed. Correct letter formation is closely monitored and modelled by staff across school.

Impact: How will we know we achieved our aims?



Pupils are engaged and productive in lessons

Pupils use ambitious and thoughtful vocabulary to express their ideas

Pupils know more and remember more and have skills to allow them to make progress from their starting point

Pupils have strong writing skills which allow them to access the whole curriculum and prepare them for high school.

A high proportion of pupils achieve age-related expectations

Pupils take pride in their work by presenting their work creatively and engagingly, considering the reader