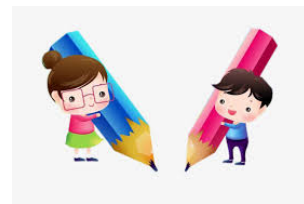


# Writing at Grasvenor Avenue Infant School



*'There can be no more important subject than English in the school curriculum. English is a pre-eminent world language, it is at the heart of our culture and it is the language medium in which most of our pupils think and communicate. Literacy skills are also crucial to pupils' learning in other subjects across the curriculum.'* Ofsted 2012 'Moving English Forward'

## During Foundation Stage

We encourage children the development of the gross and fine motor skills that allow for a tripod pencil grip and control of writing and mark making tools. We provide children with a vocabulary-rich environment so that they recognise that text has meaning and encourage them to understand that they can use mark-making to communicate with others.

Reception children have daily phonics and story sessions and access to a range of experiences to encourage and develop language and early writing and reading skills.

Hand-in-hand with the Letters and Sounds phonics programme we use the Pen Pals Handwriting scheme to consolidate the links between phonemes and graphemes and develop word-building skills in both reading and writing. Children are given opportunities to orally rehearse the things they want to write before committing them to paper.

## During Key Stage 1

Children in mainstream classes in KS1 are taught how to write using different structures for a range of purposes and audiences. We teach the rules of grammar through the teaching and learning cycle for writing. Children are provided with a wide range of stimuli for writing: inspired by reading; thematic writing; personal and shared experiences such as trips; film, video and practical activities etc.

The children progress through the Pen Pals Handwriting scheme alongside the daily phonics lessons. We encourage children to understand correct letter and numeral formation and orientation, word-spacing and sentence building and in Year 2 move the children on to using joined writing. We aim that all children leave Year 2 with neat, joined handwriting. Children are encouraged to transfer their writing skills from their handwriting practice to all writing tasks across the curriculum. There is a focus on children building a portfolio of evidence of their writing skills for moderation and statutory assessment at the end of the key stage. We also intend that writing skills are securely embedded to provide a solid foundation for competence and fluency.

## Planning

- The school's curriculum maps shows the scope and sequence of writing skills to be covered each term from the acquisition of early writing skills through to provision for more able writers.
- There is a medium term plan for each unit of work and teachers' handbooks to guide and build upon the progression of SPaG, genre features and writing skills through all key stages.
- Plans for reading sessions and interventions are annotated and adapted to show how the less able, children with SEND needs and those new to English will access the content.

## Teaching

- Teachers follow a teaching and learning cycle that includes; deconstruction of text; grammar focused teaching; modelled writing, shared and paired writing; guided writing leading to independent writing, editing and redrafting.
- Flexible groupings are used during lessons with adults support carefully planned and targeted to develop children's confidence and fluency in writing.

<p><b>Marking and feedback</b></p> <p>Work should be marked according to the school marking policy by using:</p> <ul style="list-style-type: none"> <li>• Peer- and self-assessment</li> <li>• Oral feedback</li> <li>• Written feedback</li> </ul>	<ul style="list-style-type: none"> <li>• The English curriculum provides for creating close link between reading skills, speaking and listening skills and writing.</li> </ul>
<p><b>Assessment</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• AFL is used within each lesson to establish next steps for pupils.</li> <li>• Writing is marked and children are conferenced with during the writing process to provide effective feedback for editing and improving in green pen.</li> <li>• Spelling and SPaG is monitored and assessed in writing tasks.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• All children in EYFS undergo baseline assessment for Writing skills.</li> <li>• In Year 2 children’s writing is both internally and externally moderated using the statutory assessment framework.</li> <li>• All children’s writing is ‘finally’ moderated and assessed using the Teachers’ Handbooks as an assessment framework in the Summer term.</li> <li>•</li> <li>• Regular spelling patterns are inbuilt into the lessons.</li> </ul> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Teachers and key workers make observations regarding the pupils’ development in this subject.</li> </ul>	<p><b>Resourcing and display</b></p> <p>Because literacy skills are such a fundamental part of learning, the school has invested in a very wide variety and amount of books and supporting materials to develop writing skills and provide stimuli for writing on a wide range of themes.</p> <p><b>Working wall:</b></p> <p>The working walls are intended to ‘make the learning visible’ and to track and celebrate the children’s progress through the process of writing as well as to provide a resource to encourage children to apply their SPaG skills, use specific sentence structures and registers in their writing. The working walls complement the use of modelled and guided writing in the sessions and provide a ‘reminder’ to children of the genre ‘ingredients’ and features they need to use.</p> <p><b>Stimuli</b></p> <p>Teachers makes full use of books, film, music, art and ‘real-experiences’ as stimuli for writing often providing opportunities for drama, speaking and listening, Talk for Writing etc to provide vocabulary and content-foci for the children.</p> <p><b>Tools for Writing</b></p> <p>The exercise books used in all subjects have appropriate line spacing to facilitate the development of the correct size, formation and orientation of letters and organisation of written work.</p>
<p><b>Monitoring</b></p> <p>Monitoring is undertaken by the subject leader and SLT during the school year. This will include:</p> <ul style="list-style-type: none"> <li>• learning walks during English, writing-specific lessons.</li> <li>• scrutiny of English books.</li> <li>• scrutiny of writing across the curriculum in all subject books</li> <li>• conferencing with pupils and discussions about what they have written.</li> <li>• regular moderation events within school across phases, key stages and with external bodes such as other schools, moderating teams from the STA and Local Authorities.</li> </ul>	