

West Park CE Primary Subject on a Page- English Writing

INTENT- What pupils will learn at West Park?

Develop a positive attitude towards communicating through the written word.	Have the opportunity to write for 'real' purposes across a range of genres.	Develop fluency and flow to writing that becomes more independent year on year.	Learn and apply key transcription skills from the National Curriculum into pupils' independent writing.	Provide opportunities to enrich pupils' learning and inspire writing by engaging with authors and illustrators.	Ensure progress from EYFS to Y6 by providing a rich and varied range of quality texts to inspire excellent writing.
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IMPLEMENTATION- What teaching activities are planned at West Park?

<p>Planning- At West Park we make use of 'The Write Stuff' strategies to support our teaching of writing. The modelling of writing and exposure to high level vocabulary is at the forefront of our teaching. We make use of high quality texts and discuss the author's choices for impact and effect. Writing is planned using a clear sequence of lessons that build up to an extended piece of written work. Progression over time is achieved through careful planning and delivery of these sequences. Within each year group, pupils will have the opportunity to write in a range of different genres and for a variety of purposes.</p>	<p>Recording- English work is recorded in a variety of ways. Pupils have the opportunity to develop the skills required to communicate effectively through the written word such as note-taking, word collecting, planning, annotating and drafting. All this leads to an extended piece of writing being completed at the end of each unit. All pupils have individual books, which are used daily ensuring the teacher monitors progress and attainment against age-related expectations. Good presentation and careful handwriting is highly valued and encouraged.</p>
<p>Assessment- Assessment in writing – formative, summative and live marking – is an important part of progress and attainment. All teachers conduct half-termly assessments, but real progress is measured at the time of learning through class feedback and discussion related to a piece of writing. Assessment is timely and manageable: we assess to inform our teaching and identify areas of development. Children are involved in their own assessment through the use of success criteria, peer-assessment and feedback and regular questioning in lessons.</p>	<p>Vocabulary - Having a rich and varied vocabulary is essential for developing independent and high quality pieces of writing, this is a key focus in writing lessons and when teachers are modelling. This is established in a range of ways in classrooms: word collecting in demonstration writing lessons, using word and vocabulary banks, developing confidence and independence in using dictionaries and thesauruses, building banks of ambitious vocabulary from quality texts, the use of 'Grandma Fantastic' in EYFS and Y1 to introduce new vocabulary.</p>
<p>EYFS- In EYFS children are initially supported in developing and refining their gross motor and fine motor skills. Links are made from day one to their phonic learning and how sounds correspond to the formation of words, working towards pupils being able to write simple phrases and sentences that can be read by others. We make use of 'The Drawing Club' techniques within our continuous provision to support children's development as writers, with high quality texts at the heart of this.</p>	<p>Enrichment- Our school library is an important part of our school which children can visit each week with their class. Story and book clubs are run for pupils in Y1 to Y6. High quality texts to inspire pupils' writing are recommended and displayed. We have established strong connections with the Schools Library Service and local independent bookshop which help us to facilitate author visits in school. Children are encouraged to write for pleasure and share this with their peers.</p>
<p>Adaptation- We ensure all children have full access to English lessons, and our teachers will carefully plan lessons to remove barriers to entry for these. Adults are aware of individual targets and needs of their children, and ensure writing lessons are fun, progressive and meaningful for each child. Written evidence will differ for some children to help them make progress with their writing (e.g. scaffolds, technology to support recording).</p>	<p>Values – Let your Light Shine' Teamwork – pupils will work collaboratively with their peers and teacher to construct texts. Independence – pupils will select apply taught skills within their writing independently. Creativity - pupils will encounter a range of authors, illustrators and text types. Faith – pupils will be exposed to a diverse range of texts with windows, mirrors and doors into the world.</p>

IMPACT- What will pupils remember and be able to do?

English books show the progress story for each child.	English lessons are inspirational for pupils and they are fully engaged in their learning.	The range of vocabulary used by the pupils in their written work is rich and diverse.	Children are highly motivated to write and enjoy writing tasks.	Books show that pupils take pride in their work and handwriting across all year groups is improving.	The quality of extended pieces of writing is high and pupils are gaining confidence in their skills.
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