



Aspiring Ashwood

Writing

Writing

Intent



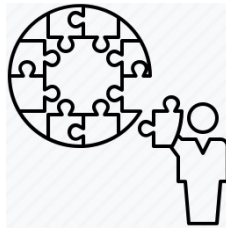
At Ashwood Spencer Academy we want every child to be a confident, creative and accomplished writer, who finds joy in self-expression. We believe that this is achievable through a combination of regular, daily opportunities for exploring new vocabulary through reading of quality texts, strong teaching of phonics, spelling and grammar and inspirational writing lessons, where purpose and engagement of our audience are explicit throughout. Because the children in our community typically lack life experiences, wider reading and talk to use for creative writing, we have ensured that our curriculum builds in lots of opportunity for oracy and vocabulary development. Each sequence of writing builds upon regular language-based experience lessons, which stimulate creativity, generate rich vocabulary banks and where children develop enthusiasm and excitement for writing. Whole-class, collaborative lessons, high quality teacher modelling and metacognitive talk give our children the confidence to apply their new vocabulary and knowledge in shared writing, preparing them to write independently.

Planning



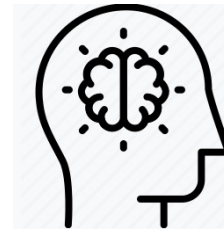
The objectives for writing taught at Ashwood Spencer Academy are mapped out to ensure progression in knowledge, skill and understanding. In order to ensure that children are challenged and building on prior knowledge, Teachers use the 'Yearly Overview of Writing Objectives' document, which details the key elements in sentence structure, composition, punctuation, word level, vocabulary and handwriting that should be covered by each year group and the 'Objectives by Purpose and Genre' ideas, which gives examples of different text types that can be used to cover the four types of genre, in order to plan their sequences of writing. Long term planning ensures that Year groups cover a wide range of text types and genres across the year, in order to give the children a broad experience of reading and writing. In terms of medium term planning, teachers plan at least 2 sequences of writing resulting in 2 opportunities for independent writing, each half term. This planning is complete before the start of the half term. Short term planning is in the form of a 'Notebook' which teachers use to scaffold their teaching.

Implementation



At Ashwood Spencer Academy, we follow many elements of 'The Write Stuff' approach to teaching writing across Y1-Y6. This allows us to build the children's vocabulary and expand their experiences in order to positively impact on their quality of writing. We have a consistent approach to the structure of teaching within a writing sequence. In fiction writing, teachers write a WAGOLL, laid out in 'Plot Points,' that meets the structure and objectives to be taught and is used for modelling, but that is not shared with the children. In each lesson, a new plot point is revealed and pupils write collaboratively, using shared vocabulary. Over a series of lessons, year group specific objectives from the NC that link with the genre are taught explicitly and teachers model the process of drafting, spelling, revising and editing. This is done slowly, focussing on quality over quantity. Good examples of pupils' sentences are displayed in the classroom as a WAGOLL. In non-fiction writing, pupils study a WAGOLL to explore the key language features of the text type and then practise writing their own version collaboratively. Finally, in both a fiction and non-fiction unit, pupils independently plan, draft, revise and publish an independent piece of writing linked to the same genre, but a different subject.

Assessment



At Ashwood Spencer Academy, we assess the children's work in writing by using toolkits based on age-related National Curriculum objectives. Independent pieces of writing are used to assess pupil progress against year group objectives and teachers and teaching assistants use this information to inform future planning and interventions. In addition to this, teachers make continuous assessments throughout the weekly teaching sequence to support judgements and identify pupils who need further support. In some cases, verbal feedback is given to children digitally, in order to emulate the 'writing conference' approach to assessment and feedback.

Teacher confidence levels are recorded on the Primary Tracker, which allows detailed analysis to take place by the English team.

Teachers meet regularly with year group colleagues to moderate writing judgements and whole school moderation also takes place. Teachers meet with other schools in the Spencer Academies Trust to moderate writing assessments and the English Lead also liaises with external colleagues to ensure that assessment of writing is accurate and representative of the children's ability.

Spelling



In EYFS, children are encouraged to use their phonic knowledge to inform their spelling. In year 1, a similar approach is taken, but each daily phonics lesson taught has an element of teaching children to use their phonics to spell. In years 2-6 spelling is taught through the Sounds and Syllables approach. This approach breaks down words in to syllables and then draws on phonic knowledge to teach the children the rules in spelling.

1 hour per week is dedicated to the explicit teaching of spelling. This can be split into 2 x 30 minutes or 4 x 15 minutes where appropriate. Children learn spellings from the year group lists, as detailed in the Ashwood Sounds and Syllables guidance document, but objectives from lower year groups may be taught when gaps in spelling knowledge are identified.

Each week, year groups send home 10 spellings, at least 6 of which will be new words and up to 4 will be revision of spelling patterns previously learnt.

Handwriting



Letter-join is used to teach handwriting at Ashwood Spencer Academy. In EYFS and year 1, handwriting is taught through daily phonics sessions, focusing on letter formation and sizing. Children are taught to write in print using the Little Wandle phrases. In year 1, the children also have discrete handwriting sessions and fine motor activities to further develop their skills. In year 2, children consolidate their letter formation in print, and move on to cursive once ready through discrete weekly handwriting sessions.

In KS2, children are taught to write cursive and handwriting is a focus in all writing lessons. Each lesson begins with 3 words modelled by the teacher for children to practise their handwriting each day. Year groups may also teach handwriting discretely if this is a particular focus for the cohort.

Writing

National Curriculum



Our planning is aligned to the 2014 English National Curriculum and mapped out for each year group under the different writing strands.

Knowledge and skills from the National Curriculum are planned in to every writing sequence of learning. Children then have the opportunity to showcase that they can independently apply these in to their own piece of writing.

Teachers plan to ensure coverage of skills throughout the year, ensuring that these are revisited in many genre and text types.

Year groups must ensure that they cover a wide range of text types and genres across the year, in order to give the children a broad experience and a range of opportunities

Learning Environment and Cultural Capital



Every classroom in Y1-6 has an English writing working wall. This working wall showcases and scaffolds the learning during the writing sequence. Children's high-quality sentences are celebrated and shared through 'sentence stacking' providing another scaffold for the class. Central to the working walls is a planning graph, showing the plot points or shapes that the children will encounter and explore throughout their learning.

Writing is a key tool for developing cultural capital for our children. Writing sequences involve 'experience' lessons which build children's knowledge of the world for them to write effectively. We use Now Press Play, trips and visitors in order to build a rich knowledge and understanding of the world.

EYFS



In FS2, children are taught a specific 'English' lesson each day. Throughout the EYFS provision, the children are given opportunities to experience a rich language environment and develop their confidence and skills in expressing themselves. Our curriculum encourages them to engage in speaking and listening activities in a range of situations. They are taught to use their phonic knowledge to write words in ways which match their spoken sounds and to write some irregular common words. Children are encouraged to write simple sentences which can be read by themselves and others. Pupils who do not have a good standard of English language when they arrive in EYFS are supported to develop this knowledge in order to achieve early learning goals.

Gross motor and fine motor skills are taught and practised throughout the provision, with specific interventions to support children with the prerequisites to writing.

Ambitious for DP, SEND and EAL



Our writing curriculum intent and implementation is designed around meeting the needs of all learners in order for them to all achieve their potential. Scaffolding is in place across school to support children should they need it. This includes the use of Showbie, voice notes, Communicate in Print, sentence stems, word mats and much more. For our EAL children who are new to English, we have invested in Flash Academy which supports the acquisition of English which they can then implement in to their writing. We also use Google Translate to support our children. All children take part in whole class writing lessons with their teacher, actively taking part in Quality First Teaching.

CPD and Monitoring



Learning walks and monitoring are completed regularly to ensure that the teaching of writing is consistent across school and is inline with the approach and expectations set out. Leaders monitor the impact of the writing curriculum and the teaching and learning to ensure that all children are making at least good progress. Next steps are planned accordingly and inform CPD whether it be whole school or more specific to year groups/individuals. Monitoring outcomes are shared.

Pupil and staff voice is completed throughout the year. This informs the development of the writing curriculum and delivery.

CPD is delivered regularly to all staff at school, as year groups and at an individual level. This tailored approach to CPD ensures writing teaching is of high quality ensuring all children make good progress.

An Ashwood Writer



Having studied our writing curriculum, an Ashwood child will leave us being a confident, creative and accomplished writer, who finds joy in self expression and has a good range of vocabulary and language with which to express themselves.

They will understand the purpose, structure and techniques of different genres of writing and be able to explain the audience for each of them. They will have fluent handwriting and be proud of the writing that they produce. The children will be competent spellers, able to apply their knowledge of spelling patterns to their life beyond Ashwood.