



NOAM PRIMARY SCHOOL SUBJECT DEVELOPMENT PLAN

<u>Subject</u> Writing	<u>Leader</u> Mrs Aremband	<u>Budget</u> £ 400
<u>AIM:</u> To promote writing across the school through guided writing and other lessons ideas which clearly follow our Intent, Implementation and Impact statements		
<u>Intent</u>		
<p>At Noam we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing and be inspired to want to write. We strive to help our children develop the basic skills they need to become life-long learners; English learning is key to this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach through Power of Reading. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.</p> <p>We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.</p> <p>Our intentions in writing are for children to:</p> <ul style="list-style-type: none"> • Write for a purpose • See themselves as real writers • Take ownership of their writing • See writing as an interesting and enjoyable process • Acquire the ability to organise and plan their written work 		

Implementation

Our English curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs to flourish, and develop a love of learning. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

The English curriculum at Noam is based on 'Power of Reading'. We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge through our Assessment Ladder System based on objectives contained in the National Curriculum. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Word mats, dictionaries, Thesaurus. Higher ability children are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text and topic based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate.

We offer many wonderful opportunities to inspire pupils, linked to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose. Examples include letters to our MP, reports for our newsletter, performance poetry and school council speeches.

Teachers use of a good variety of activities to interest and engage children, especially in encouraging discussion and using small group work

We make good use of assessment criteria and constructive feedback according to the assessment ladders which help students identify areas of weakness and set themselves targets for improvement.

Spellings: Spellings are taught according to the rules and words contained in English National Curriculum. Teachers from Year 1 – Year 4 use the Twinkl Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings. Years 5 and 6 use the National Curriculum. Children are given spellings to learn each week and are given a spelling test the following week in differentiated groups. Teachers are advised on the different strategies to be used such as analogy, mnemonics, word banks, displays and interactive games. Pupils all have a spelling book and are encouraged to „have a go“ before seeking advice. Pupils are taught how to proofread and to correct their own errors.

When marking work, teachers identify up to five words that children have spelt incorrectly from within that child's known ability. Children are then encouraged to identify these incorrect spellings in their own writing and correct them. All children's editing is done in pink.

Grammar and Punctuation: Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills 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 teach focussed grammar and punctuation skills (Spag) lessons, which are embedded when using them in their writing. This develops their understanding and consolidates skills.

Handwriting is according to our policy. We use Nelson Handwriting and Twinkl cursive non looped handwriting which corresponds to the spelling. Reception and year 1 write in print and from year 2 children write in joined up.

Marking and Feedback: Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

Impact

- Pupils are inspired and will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages