



Writing at St Bartholomew's CE (VC) Primary School

Purpose

To provide all pupils with a high quality education in English to teach them to speak and write fluently so that they can communicate their ideas and opinions to others. Through the use of high quality texts as vehicles for writing, they will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Writing also enables learners to acquire knowledge and to build upon what they already know. All the skills of language and grammar are essential to participating fully as a member of society.

Intent

The overarching aim for English and writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment. The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Teaching and learning will equip pupils to write for different purposes and audiences within a range of genres. Children are given a variety of experiences both in and out of the classroom to create memorable learning opportunities and to further support and develop their GPS, vocabulary and English knowledge.

Curriculum

The St Bartholomew's writing curriculum is designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. Skills are all mapped out across the year groups to ensure that pupils build on secure prior knowledge. Writing genres are mapped out and pupil outcomes show progression both across the year group and across the school. Each genre is taught explicitly and other opportunities are provided for learners to apply skills independently on more than one occasion before the end of the year.

Writing is delivered through subject specific teaching organised and linked to a key, high quality Literacy text where possible. Meaningful links with other subjects are made to strengthen connections and understanding of concepts.

Implementation

- New learning is built upon upon prior knowledge which is revisited regularly
- All staff are aware of prior learning and consider this carefully when planning and delivering an objective or teaching a genre.



EYFS

In EYFS the children can access mark making activities and start to give meaning to these marks. They start to use some of their print and letter knowledge in their writing and start to practice writing their name. In reception children develop the foundations for handwriting and begin to form letters correctly.

Grammar Journey

Revisit previous skills that are needed before teaching the year group skill. These are some of the concepts we use to implement the grammar in our writing.

1. Identification of grammar feature in the text and discussion about the function.
 2. Matching sentence with prepared sentence parts
 3. Matching activities ie conjunction, pronoun
 4. Completion of a sentence with children writing their own addition/part
 5. Building sentences using a scaffold
 6. Writing sentences to match an illustration
 7. Correcting misconceptions and errors in prepared sentences
 8. Improving a prepared sentence
 9. Manipulating a sentence to change the meaning and discussion
 10. Applying the grammar skill in a piece of writing
 11. Retention of skill through sentence not sentence activities
- Staff explicitly model the subject-specific vocabulary and the robust instruction of vocabulary is taught explicitly through learning journeys either within guided reading or within the build up to an independent write.

Impact

Writing assessment is ongoing and addresses misconceptions, provides further opportunities to consolidate skills if necessary and to move learning forward. Formal assessment of the application of skills within independent writing occurs at the end of each half term. The subject leader for Writing works closely with Head to monitor teaching and learning in writing and pupil outcomes. Monitoring in this subject includes: pupil voice capture, book scrutiny, learning walks, planning scrutiny and lesson observations. Bespoke support and challenge is provided for practitioners as a result of monitoring.

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