

Quote

“You can fix anything except a blank page.”

Nora Roberts

Furneux Pelham School Curriculum

Statement of Intent, Implementation and Impact

Subject: Writing

Subject Leader: Norma Blakeman

Intent

'English has a leading place in education and society and pupils must be taught to write fluently and confidently if they are to function fully in society.'

We teach it so children are able to build upon the skills and knowledge acquired each year, making progress until they are where they should be by the end of Year 6, to enable them to continue their development as competent writers as they move onto the next phase of their education.

We teach writing in a cross curricular way, not just explicitly taught in English lessons, allowing for teachers' creativities. We want children to write with a sense of purpose and passion.

At Furneux Pelham School we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We want them to appreciate our rich and varied literary heritage whilst being able to write clearly, accurately and coherently, adapting their language in and for a range of contexts, purposes and audiences.

We want them to be able to articulate thoughts and ideas in speech and in writing.

Implementation

At Furneux Pelham School, whole class English lessons take place 4 times a week and are taught both discretely and through other subjects, such as the topic, RE or Science. Narrative units are often linked either to a carefully chosen text, picture, film clip (eg the Literacy Shed) or other stimulus. All units have an identified purpose to ensure pupils are aware of why they are writing and who their audience might be. A unit of work can be anything from one to four weeks in length and follows the teaching sequence of reading and analysing, gathering content, planning and writing. All children have access to the age-related skills and knowledge contained in the National Curriculum and target support is given to those when necessary, through a greater level of scaffolding or extra modelling from the teacher or LSA. Short writing opportunities are planned for and a longer independent writing task is produced in each unit of work taught.

Teaching and Learning, Content and Sequence

A range of genres and literary styles are taught throughout the school year which are highlighted on our termly topic webs.

These consist of: **Narrative:** Stories set in familiar places

Stories containing mythical, legendary or historical characters or events

Stories of adventure

Stories of mystery or suspense

Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum

Play scripts

Non-narrative: Letters and writing formally

Instructions

Recounts

Explanations

Newspaper reports and journalistic writing

Non-chronological reports

Discursive writing – argumentative and persuasive

Poetry:

Learn by heart and perform a significant

poem

Haiku

Cinquain

Poems that convey an image

Various teaching styles are used to encourage a lively and enthusiastic learning experience. Role play, drama, hot seating and other techniques allow the children to become fully immersed and involved. Lessons are often intersected by mini plenaries to provide opportunities for children to share their writing or for an identified misconception or teaching point to be made without the flow of writing being compromised.

EYFS and KS1 have a daily 20 minute phonics session. Year 3 have a daily 20 minute spelling session and years 4-6 have a 20 minute session twice a week. Spellings are taken from the relevant Programmes of Study. Grammar is taught as part of the English lesson and again is taken from the relevant Programmes of Study.

All classes have a Working Wall to aid pupils and guide them through each stage.

Vocabulary is displayed for all curriculum areas and is promoted to encourage a wider use of vocabulary in the children's writing.

Learning partners are used frequently to discuss ideas and 'talk for writing' prior to the writing process.

Vocabulary mats, common exception words, dictionaries and thesauruses are easily accessible for all children to use.

Leadership, Assessment and Feedback

Termly work sampling takes place by the English lead.

At the start of a new year, individual writing targets are identified following unaided writing opportunities and given to each child. The children are aware of these and refer to these to help them move on and make progress in their writing. New targets are set, relating to gaps or inaccuracies identified in the child's writing as they are presented, throughout the year.

The individual writing targets are set by the class teacher and recorded on a bookmark, attached to the cover of the writing book and referred to during every writing session. If a target is achieved within a piece of writing, a target stamp is used at end of the pupil's work and dated on book mark. Once the pupil has achieved a target three times, the target is stamped off on bookmark and a new target is issued.

Pupils are encouraged to proof read their writing as soon as they learn to write. They edit their writing before it is checked by the teacher. Ticked pink and Green for growth is used – pink highlighter to indicate elements of success and green to support children with the editing process. A green dot is placed inside the margin to indicate an error within that line (spelling, punctuation, grammatical) Specific next steps or suggestions are provided by the teacher and time is given within a session to allow editing to be carried out and improvements to be made.

Termly, the children's writing is assessed and recorded using the HFL assessment grids, providing vital information on which children are secure or not yet secure in all the elements for working towards the expected standards (in Autumn term) and working at the expected standards (Spring and Summer term) or working at greater depth. Moderation takes place amongst the teaching staff in school and in cluster meetings to ensure consistency.

Pupil progress meetings ensure individual progress is monitored and interventions organised to support progress.

Impact

The children leave Furneux Pelham school as proficient and confident writers,

They are exposed to a great variety of writing within both reading and writing sessions and become enthusiastic writers who write for a variety of purposes, producing high quality pieces.

They are taught a cursive style of handwriting which is modelled by all staff and enables them to produce writing presented to a high standard.

By the time children leave our school they will: be able to write fluently with accurate spelling. They will have an understanding of the relationship between word structure, spelling structure and phonics. They will be competent at planning, revising and evaluating their writing. They will write effectively by forming, articulating and communicating ideas and then organising them coherently for a reader. Our pupils will have an awareness of the audience, purpose and context with an increasingly wide knowledge of vocabulary and grammar. They will have fluent, legible and speedy handwriting. Our pupils will draw on what they have read to enhance their own writing of narrative, considering how authors have developed characters, settings and atmosphere. Text will be organised and structured effectively, using a variety of organisational and presentational devices.

Children are enthusiastic writers. As they progress through the school they are able to plan and write with increasing stamina for different purposes and with a greater awareness of their audience. Pupils edit with increasing effectiveness to improve the overall cohesion and vocabulary choice of their writing. It is exciting and wherever possible, children write for a real reason/purpose. Peer marking and our policy on the marking of writing is allowing the independence of our pupils to increase and improve, enabling them to edit, evaluate and improve the quality of their writing.