



Dishforth Airfield Primary School: Writing Intent, Implementation and Impact

At Dishforth Airfield we believe that English underpins everything. The ability to read and write is integral to being able to access the wider curriculum.

We want our children to be able to harness the power of the spoken and written word and use it to their advantage. Through carefully planned learning opportunities we teach children to express themselves imaginatively and to communicate effectively. In doing this we hope that children will begin to develop a love of language in all its forms. We foster a love of reading through engaging whole class shared texts which spark interesting and creative writing opportunities. We then use these writing opportunities to teach the more technical components of spelling, handwriting, punctuation and grammar.

Through our teaching we want children to become fluent readers, good listeners and willing writers but most of all we want our children to have a voice in the world.

Through our teaching in English our intent is for all children is - knowing more, remembering more and understanding more.

Key features of our English curriculum:

- High expectations for every child
- Focus on oracy and developing spoken language
- Phonics comes first when teaching early reading
- Whole class reading with engaging texts for each age group.
- Carefully planned writing opportunities covering a range of genres
- Clear purpose and audience for writing

English - Writing

Intent – to grow excellent writers for the future.

At Dishforth Airfield, our vision is to promote the individual growth of every child, and to inspire confident learners, who believe in themselves as they aspire to achieve their full potential. Children are inspired to write through our curriculum approach, encouraging them to write for a range of different purposes and audiences. At all times, writing is focused around the National Curriculum objectives, whilst stimulating children's creativity through a variety of 'real' writing opportunities. Cross-curricular links are made through: RE, Geography, History and Science, where teachers plan inspiring, engaging lessons as a result of their deep subject knowledge.

Our key aims:

To inspire children to write.

- Provide a clear sequence of teaching writing, building on children's prior knowledge and skills, making meaningful connections with reading.
- Develop a love for writing whereby children take pride in their work.
- Provide real and exciting writing opportunities covering a range of different genres.
- Develop independence in writing
- Build up stamina to writing at length.
- Expose children to enriched vocabulary, nurturing children to enjoy using language across different contexts and in their own lives.
- Use a consistent approach to teaching spelling.

Implementation

English is taught alongside a high-quality, age-related text. Where appropriate this is linked to our topic, in order to inspire and validate the children's learning. Children are guided through the full writing process: from the first moments of creativity, to drafting and editing, before then publishing a final piece. During this process, children's individuality and creativity are fostered through discussion and individual planning time. We follow a clear process to writing: **Analyse, Guided and Shared Practice** followed by **independence**, which ensures a clear progression of skills. This approach is clearly visible in each classroom, using our working walls as a journey through the process, incorporating vocabulary, skill progression, teacher modelling and analysis of similar texts to guide the children's own writing. There is always a specific focus on the form, audience and purpose of writing, which helps children to focus in on the particular skills needed.

Analyse Phase

During the '**analyse**' phase, children are gathering information, looking at examples of similar texts and identifying vocabulary, organisational and grammatical structures, and specific punctuation suited to the writing form. Children explore and learn the skills of writing through 'writing as a reader', deepening understanding and promoting spoken language. Children are exposed high quality WAGOLL's (What A Good One Looks Like), setting the expectations of the final outcome. Children also collect and generate high quality tier 2 and 3 vocabulary as they 'magpie' expert words and phrases used in quality texts. Topic specific vocabulary is identified, discussed and modelled by the teacher during the initial phases of learning, highlighted to emphasise its importance, and is displayed on the working walls in each classroom for the children to access. Understanding of this vocabulary is then revisited frequently to ensure children can use it effectively and appropriately. Teachers use creative and innovative methods and resources to inspire children including use of; drama techniques, interviews with real people linked to writing purpose and a range of media.

Guided and Shared Practice Phase

During the '**guided and shared practice**' phase, children gather together everything from the previous phase ready to use. There is an emphasis, here, on teacher modelling, where the children

can observe an 'expert' creating various sentences, building vocabulary further, paragraphing and manipulating their ideas, before attempting to do this themselves.

Teachers explicitly model and support the compositions of writing, manipulating the collected content into sentences using grammar skills from the national curriculum.

Children then have the opportunity to generate their 'success criteria' and plan their writing following on from this. During this phase, the text **form, audience and purpose** are made explicit in order that the children can channel their ideas effectively for the type of writing they are to create. Through guided and shared practice, children construct sentences and develop their skills, continuously improving their work.

Independence Phase

During the '**independence**' phase, children can use their planned work to begin to draft sections of their writing. There is a huge emphasis on editing at this stage, where children have the opportunity to assess their writing against their success criteria, as well as peer-assess each other's work in order to improve. High quality feedback is given to the children during this phase, but independence is also fostered, so that children are developing their higher order thinking skills and embedding the skills and techniques necessary. After editing and improving their work, the children then have the opportunity to publish, or perform, a final version, of which they feel extremely proud.

EYFS

From children's entry into nursery, they are exposed to phonics. This increases in formality as they progress through towards KS1. There are always opportunities in our provision areas for children to mark make as they learn to write. Teachers use regular opportunities to model the writing process for children to emulate, as their fine motor control improves. Teachers also undertake observations of children writing independently, that are crucial to assessment and understanding the next steps to further the children's learning. Children are taught to use the cursive handwriting script from reception, in order for them to be fully prepared for their writing journey through school.

KS1

Daily phonics sessions are timetabled into the school day in KS1, which then progress towards the development of spelling. This phonics knowledge is revisited at every opportunity during English lessons and applied into the writing as it becomes firmly embedded. Alongside this, children are taught the foundations of SPAG (spelling, punctuation and grammar) with progression of skills throughout the key-stage, linked directly to the National Curriculum requirements.

KS2

Children in KS2 are taught SPAG as part of their writing sequence, developing the skills and understanding to become confident writers. Lessons link to the National Curriculum and are focused around the year group expectations in accordance. Our curriculum approach, allows for creativity to be at the heart of what we do, inspiring and engaging the children in every aspect of their writing. Children write across a variety of different genres, with the opportunity to apply their skills in many different contexts.

Impact

The impact of this writing approach is that children are confident, independent and enthusiastic writers who recognise how writing can impact on people's lives.

Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each unit, and highlight the age-related outcomes that have been achieved.

Children are tested termly on spelling, grammar and punctuation knowledge (Rising Stars Assessments) and this data is used to inform next steps for writing.

Insight is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school. These are discussed in termly Pupil Progress Meetings.

Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include: regular book looks, lesson observations, gathering evidence of good practice, pupil voice interviews and regular learning walks.

The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.

By the time children leave the school they will:

- Make good progress in writing
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes