



## Glen Hills Primary School

### English - Writing

## Statement of Intent

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#### Intent

At Glen Hills, writing is taught by providing the pupils with a wide range of engaging stimuli such as high-quality texts, video clips, real life experiences, visitors to the school and our own school outings. Books that we read also feed into the writing process. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. 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, particularly as they move through Key Stage 2. 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. We do not put a ceiling on what pupils can achieve in writing and we do not hold pre-conceptions about any pupil's ability to make progress. We understand the importance of parents and carers in supporting their children to develop grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

#### Implementation

##### Classroom Organisation

In Key Stage One, we teach English as whole class lessons and in Key Stage Two, we teach English in whole class lessons with a removed nurture group. This means that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, and within nurture groups, teachers and teaching assistants target support where necessary to ensure all children achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as writer toolkits, word bands and a greater level of modelling. Children working at a level above age-related expectations 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 grammatical features and structures.

##### Spellings

Spellings are taught in accordance with the rules and words contained in Appendix 1 of the English National Curriculum. Teachers support the learning of weekly spellings through the provision of activities and lessons designed to aid with the learning of spelling rules appropriate for their year group. Children are given spellings to learn each week and are given a spelling test the following week.

When marking work, teachers identify up to three words that children have spelt incorrectly from within that child's known ability. The children then write these words out three times as practice and the spelling of these words is then looked for in future written work.

### Grammar and Punctuation

Discrete Rainbow Grammar lessons take place weekly in all classes to allow children to experiment with sentence structures that match audience and purpose. Teachers focus on particular grammar and punctuation skills that they feel the class needs in order to develop and embed, or consolidate their understanding of, in accordance with the National Curriculum.

### English Lesson Sequence

Each year group has a yearly Long-Term Plan which incorporates the Primary range of writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year in line with the Glen Hills progression map for writing. Units will take between two and four weeks to complete and the outcome of most units will be an extended write which will be used to assess the pupils' skills. Every narrative unit is linked to a carefully chosen text, where appropriate, that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit.

Non-fiction units are also taught through quality examples that may be based on a stimulus text or may be related to another curriculum area.

### Monitoring

Regular monitoring ensures that standards remain high in the teaching of writing. Examples of monitoring include learning walks, book scrutinies, governor visits and meetings, teacher records and peer monitoring across schools within our trust, including writing moderation. Feedback given from any of these forms of monitoring is acted upon in a timely manner where required.

### Marking and Feedback

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

### Summative Assessment

Summative assessments will be entered onto Insights termly. Teachers will use their professional judgment, with the aid of the statements set out in the Symphony On Track assessment booklets, to determine whether a child is working towards the expected standard, at the expected standard or at a greater depth level. They will base their judgments on the quality of the extended write that pupils produce at the end of each unit, and determine to what extent pupil have met the success criteria for that genre of writing. Teachers will refer to the TAFS in Years 2 and 6.

### Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will have appropriate scaffolding
- 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' reading skills will improve year on year in line with the Glen Hills Primary School progression map for writing
- 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 percentage of pupils working at EXS within each year group will be at least in line with national averages
- The percentage of pupils working at GDS within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. PPG vs Non PPG).

### SEND Adaptions for English

We teach English to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities which are matched to the needs of children with learning difficulties. We follow an inclusive practice which should enable all children to achieve their full potential, regardless of their ability or any additional needs. All pupils should feel able to participate, contribute and achieve. Adaptations are made and will meet the needs of most children with some individuals needing further support. These include:

- Right level of training for teachers and support staff
- Well thought out, purposeful and structured English displays, that include key vocabulary, phonemes,
- spelling structures, technical vocabulary, high frequency words
- Scaffolding: word banks, sentence starters
- Visual prompts
- Models and extended examples
- Teach the children strategies to use within the lesson
- Use drama and physical resources
- Peer and group work, including peer talk
- Modelling
- Enlarged font, coloured sheets and visual prompts
- Quiet space with less distractions
- Well thought out seating plan, considering where children with SEND sit
- Tangible equipment related to the objective
- Break down learning into small steps

- Tailored questions
- Intervention and addition subject specific support
- Class 'read-alouds' and discussions that gives learners with lower reading fluency access age-appropriate texts

