

## Writing at Cawood CE VA Primary School

Intent	<p style="text-align: center;"><b>Stepping Forward Together</b></p> <p style="text-align: center;">We strive to provide the highest standards of education.</p> <p>Our distinctive Christian values of Perseverance, Friendship, Thankfulness and Wisdom (PFTW) drive our ambition, that every member of our community will flourish and fulfil their potential as a child of God.</p> <p><b>John Chapter 10 verse 10</b> <i>...I have come that they may have life, and have it to the full.</i> <b><i>This is supported through our 5 ways to flourish which underpin our decision making and teaching and learning approaches.</i></b></p> <p>We are determined for ALL learners to reach their full potential. At Cawood we have therefore carefully built and shaped a curriculum which, teaches children to:</p> <p><i>‘write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences’, with ‘an increasingly wide knowledge of vocabulary and grammar’, and ‘fluent, legible and, eventually, speedy handwriting’.</i></p> <p><i>DFE National Curriculum for England – 2014</i></p> <ul style="list-style-type: none"><li>• 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.</li><li>• From nursery the children are surrounded by a rich language environment. In the early years we stress the importance of emergent writing and provide stimulating environments. We actively encourage and model mark making, building an environment where fine and gross motor skills are built upon as they develop as writers. We Teach writing composition strategies through modelling and supported practice</li><li>• In Reception and year 1 we use the RWI programme to support children in their early stages of writing. The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and ‘tricky’ words they know.</li><li>• Children’s composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.</li><li>• From year 2 to year 6 we use a range of quality texts to support the writing process to hook the children in and to demonstrate writing techniques and focusing in on vocabulary. When appropriate in KS2 the guided reading texts and writing texts are the same or closely linked together.</li><li>• From year 2 we use the Jane Considine ‘write stuff’ materials to teach the writing process. This is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of the lesson, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of the Writing Rainbow. Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.</li><li>• Pupil’s confidence is built with sentence structure teaching. Children are taught many worked examples of writing over the year that extend understanding through a wide range of genres and non-fiction text types.</li><li>• Children are taught how to build, plan and complete a piece of writing through narrative maps and non-fiction shapes, thinking about the highs and lows. We move the children through a highly modelled sentence stack to writing independently, using shapes/plot points and success criteria from the writing rainbow to support independence.</li><li>• Spelling is taught using RWI spelling materials.</li></ul>
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	<ul style="list-style-type: none"> <li>Each year group has a set of spellings that they focus on to learn the spelling patterns and the words.</li> </ul>
Implementation	<p style="text-align: center;"><b><u>“You can make anything by writing” – CS Lewis</u></b></p> <p>At Cawood we believe that a thorough grasp of literacy skills is crucial for full access to the whole of the curriculum providing the essential tools for children to participate fully as a member of society.</p> <p>Writing is a fundamental life skill as it offers a world of opportunities for children to express their thoughts and feelings and to persuade and entertain.</p> <p>Following the principles of Jane Considine, children are supported and have a clear purpose with a specific reason or with an intended audience. Children are encouraged to write with an engaging stimulus at the start of a piece of writing, a lot of discussion, ambitious vocabulary and important modelling and scaffolding of the sentence structure. Children are also encouraged to improve their work through editing and redrafting. Teachers continually support the children as they write, making assessments as to the child’s ability and what is needed to improve a piece of work and make further progress.</p> <ul style="list-style-type: none"> <li>At Cawood Primary school we have a set of principles that underpin quality first teaching and ensure a high standards and consistency across the school.</li> </ul> <p>Children produce great writing when they are inspired and when their interest is ignited by learning that is in context. We support children on their writing journeys by using high quality literature and aim to make writing an exciting and creative subject, which engages and encourages children to write for relevant and meaningful purposes.</p> <p>We use techniques such as experience days and hooks to engage and inspire our children to write.</p> <p>All teachers have a deep knowledge and understanding of the subject and plan lessons in line with National Curriculum objectives. We also recognise the importance of cultivating a culture where children take great pride in their writing, can write clearly and accurately and adapt their language and style for a variety of genres and audiences.</p>