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| **Ilsington C of E Primary School**  **English Writing Statement EYFS to Year 6** |

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| Intent |
| It is our intent, based on action research, children’s interests and our study as part of The Link English Hub, to provide children with clear progressive skills and strategies in order to build secure foundations in writing for a purpose. Children will develop the stamina and skills to write at length with accurate spelling and punctuation. They will be taught the correct use of grammar and shown how to apply it to a range of writing contexts. They will build on what they have been taught to expand the range of their writing and the variety of the grammar they apply to their own work with growing independence. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations. Such writing supports them in rehearsing, understanding and consolidating what they have heard or read. Children will work with knowledge, confidence and a passion for writing.  ***A writer at our school will:***   * Write in a variety of contexts including in discreet English lessons, through topics and cross-curricular writing and through the Foundation Stage curriculum. * Study language through shared texts. * Learn compositional skills and apply them with accuracy – drafting, editing, grammar, punctuation and spelling * Benefit from writing that is planned so that children can follow the process through incorporating modelling, scaffolding, independence, editing and producing a final draft (Talk for writing) * Through elicitation tasks and prior learning outcomes, children have writing targets and are expected to work on these in their writing. These targets will be linked to teaching sequences as well as individual or cohort need. Targets are monitored by the teacher and pupil on a regular basis and new targets will be set when necessary according to individual needs. * Threaded through all writing across the school we use conferencing and coded feedback (verbal and written) to enable children to edit, improve and demonstrate their mastery of writing (see codes below)   Vocabulary  Children’s command and application of vocabulary is fundamental to their learning and progress across the whole curriculum. Teachers develop vocabulary actively and specifically, building systematically on children’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) in order to increase pupils’ store of words. Simultaneously, pupils should also make links between known and new vocabulary and apply the shades of meaning in similar words. In this way, they will expand and apply vocabulary choices that are available to them. |

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| **Implementation** |
| Handwriting  Mark making and pre-writing patterns are encouraged early in the EYFS. Letter formation is introduced using letter families. ‘Letter-join’ is used to support the development of a cursive handwriting style from Reception.  Phonics  Phonics is taught systematically from Reception to Year 2 using Letters and Sounds, supported by planning and resources from Phonics Play and Jolly Phonics. Phonics is taught daily, by year group. Written blending and segmenting using letters is introduced in Phase Two. The skills of segmenting words for writing; ‘best bet’ spelling rules; spelling rules and patterns; and spelling tricky words are all taught in phonics lessons. Catch up phonics sessions are run daily including Precision Teaching of spellings personalised to specific children, as required. Classrooms are rich with displays of sounds and relevant vocabulary to support children’s writing. Sound books with actions and writing activities are sent home for practice in Reception. Workshops are held for parents to support their children in learning phonics and spellings.  SPaG  Spelling, punctuation and grammar is taught with the support of ‘No Nonsense’ spelling and grammar. This supports a progressive approach particularly within our mixed-age classes. Spelling homework and tests are carried out weekly from year 1.  Vocabulary  We use WEEE (word, explain, explore, exemplify) as a strategy to learn and explore new, more ambitious vocabulary. It helps to define, understand and contextualise new vocabulary in order to then apply it in writing. Key vocabulary is identified in teacher’s planning.  Progression in editing  We take a meticulous approach to editing, ensuring that we teach specific editing skills progressively according to our ‘progression in editing’ document (see below). Pupils use this document to develop independence in editing in an age (or stage) appropriate way.  English sequences  English teaching is underpinned by the principles of Talk for Writing, supported by Babcock No Nonsense Literacy using Texts that Teach and Hamilton flexible blocks. Texts are selected primarily to address focused learning needs, including SPaG (see suggested texts below) but should be engaging and ‘hook’ pupils into learning. Pupils start and end each sequence with an independent writing task to generate targets.  Guided Writing (GW)  Guided writing is the time where the teacher really gets to unpick and move children’s learning on. Children will work in a focused way on specific learning outcomes or targets. GW may be undertaken as a whole class, in small groups or at times individually based on need and context. GW may also be used to address year-group specific learning within our mixed age classes.  Writing across the curriculum  Writing is not restricted to English lessons or writing books. You should expect to see good quality writing across all curriculum subjects where standards and expectations of writing are the same as in English lessons. Evidence can then be gathered from a wide range of sources.  Feedback and Marking  Feedback is given verbally and in written form. It is always timely and designed to move learning on at speed. For written feedback we use the codes below to structure and support comments to elicit a response from pupils. Feedback is designed to support independent learning.  Quality First Teaching  Q1T determines that we approach writing with mastery in mind. Teachers ensure that pupils have the opportunity for pre-teaching and ‘mop up’ (follow up) to ensure they understand feedback before moving on.  Target Setting  Targets are set in a number of ways. Cohort-based targets identify focused teaching and learning within the next sequence of English. Personal targets identify specific gaps in learning – the ‘thing’ that will moving their learning on next. They are approached in a fluid way and updated regularly through teacher/pupil collaboration.  Interventions  Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include Nessy, Toe-by-Toe and support relevant to achieve individual targets. |

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| Impact |
| Children at Ilsington will develop a secure knowledge, understanding and enjoyment of writing including the many different purposes, styles and applications for writing. Children will develop a rich vocabulary. They will be confident to rise to the challenge of applying their writing skills across the curriculum and beyond into wider life as a lifelong skill. Children will talk positively about writing; editing and improving confidently to achieve quality outcomes. By investigating high quality, engaging texts, children understand what it means to be a writer and how to appeal to the right audience. They apply their ever-growing vocabulary, grammatical patterns and ideas in their writing. Writing is taught progressively and covers National Curriculum objectives. English NC appendices and our ‘writing progression’ document support a structured approach to ensure that learning makes sense to pupils and builds on their skills. Attainment is measured using the statutory tests in Year 2 and Year 6. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention. |
| Assessment Evidence (To assess impact) |
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