






WRITING

AT

KINGSWOOD PRIMARY ACADEMY



parenthesis text
headings
nouns conjunctions
brackets suffix purposes
exclamation
commas prefix formal
adverbs openers
cohesion

<p>VALUES</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>RESPECT Our Environment & Community</p> </div> <div style="text-align: center;">  <p>RESPECT Each Other</p> </div> <div style="text-align: center;">  <p>RESPECT Yourself</p> </div> </div>
<p>INTENT</p>	<p>At Kingswood Primary Academy, we aim to provide all pupils with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential.</p> <p>Our purposeful curriculum is therefore designed to give children the entitlement to:</p> <ul style="list-style-type: none"> • Knowledge - develop a rich and deep subject knowledge • Skills - secure basic skills in reading, writing and maths • Nurture – be supported to grow and develop new skills and independence through a variety of contexts and enrichment experiences • Curiosity -be curious learners who fully engage in learning, enjoying challenges and develop a lifelong thirst for knowledge • Ambition – become independent, responsible citizens who fulfil their potential and are prepared for life in modern Britain • Diversity - gain an understanding of fundamental British Values and use these to inform their own moral code <div style="text-align: center; margin-top: 20px;">  </div>
<p>SKILLS FOR LIFE</p>	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork <div style="text-align: center; margin-top: 20px;">  </div>

OVERVIEW

At Kingswood Primary, we aim to provide our children with a writing curriculum which enables them to become confident, creative and independent writers who are well able to articulate their own ideas. We are passionate about developing the vocabulary of our pupils to help ensure their success throughout the key stages and beyond. We are ambitious about what all children are able to achieve and we support our children to develop transferable skills which they can use across the wider curriculum and throughout their lives. We use educational visits, high quality literature, film and art as stimuli for writing which links learning to real life experience and provides a contextualized, meaningful curriculum. Kingswood pupils leave school with a strong independent writer's voice and the technical skills necessary to communicate clearly in the modern world.

INTENT

At Kingswood Primary Academy, we believe that writing is a key, important life skill, and we are dedicated to ensuring that our pupils are writers from an early age. It is our intent that we provide pupils with a high-quality education and have a holistic approach to the teaching of writing.

We want pupils to acquire a wide range of 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 at Kingswood. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing.

Our intentions are:

- To deliver a curriculum that develops speech, language and vocabulary and results in the acquisition of knowledge and skills that children are able to transfer to other subjects, as well as developing on these skills in the next academic year to help them reach and exceed their potential.
- To deliver a curriculum that develops a love of writing and enables children to apply their writing skills in all subjects and to discover new knowledge, building on prior knowledge and fuelling their imagination for ideas to use in their own work.
- To provide opportunities across all curriculum areas for the development and application of speaking, listening, reading and writing skills. The wider curriculum provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired.
- To use a range of sources to support the learning of writing to ensure that children are progressing and successful when learning how to write.
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To enable children to take pride in the presentation of their writing and, in time, develop a joined handwriting style.

IMPLEMENTATION

All staff plan engaging writing lessons following the EYFS, KS1 and KS2 National Curriculum and high-quality texts are selected to help form the unit of work. Our units of work are based on units from Literacy Shed Plus, and then adapted to meet the needs of each individual class. We teach English as whole class, so that all our children have access to the age-related skills and knowledge contained in the National Curriculum.

Within lessons, teachers and teaching assistants target children who require extra support to achieve the learning intention and provide the scaffolding necessary for them to do so. We ensure that children are challenged in their English lessons as they are given the opportunities to extend their writing

through showing a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammatical features. A positive writing culture is created across the school, where writing is celebrated, promoted, enjoyed and considered to be a pleasure. Our writing curriculum ensures that all classes have a prominent focus on vocabulary, with teachers planning vocabulary to pre-teach at the beginning of new topics or units, and discussing it with children when coming across it in new texts

Punctuation and Grammar skills are a key focus of our English lessons, and these are taught explicitly for 4 weeks during the first term of the school year, using the Grammarsaurus 'Place Value of Punctuation' units as a basis. Following the completion of these units, these skills are revisited and built upon as an integral part of English lessons. Teachers plan to teach these required skills through the genres of writing that they are teaching.

Spelling lessons are taught in addition to English lessons, once children have completed their Phonics learning. These spelling lessons build on links to phonics knowledge and encourage children to consider etymology, morphology and grammar when learning to spell new words.

Handwriting is taught explicitly across the school and follows the 'Kinetic Letters' handwriting guidance. From EYFS, children are taught the skills to allow them to hold a pencil comfortably and correctly; form lower-case and capital letters; understand which letters belong to which handwriting 'families' and learn how to join letters to ensure legibility and consistency in their writing.

IMPACT

Children make good progress in writing. They develop their knowledge of language and vocabulary in extended pieces of writing and support this with their knowledge of spelling, punctuation and grammar.

Children become confident in writing and be able to use writing across a range of genres. Children of all abilities are able to succeed in all English lessons because work is appropriately scaffolded and adapted.

Pupils understand how to edit their work to ensure that they can adapt their writing and improve it. Evaluating their own progress enables the children to talk freely about and celebrate their achievements, as well as carefully consider their next steps.

Attainment in writing is measured using the statutory assessments at the end of EYFS, KS1 and KS2. Writing is frequently assessed to ensure that our planning and teaching meets the needs of the children and accelerates progress.

CURRICULUM DESIGN

SEND – Strategies for supporting access:

- Break down learning – now/then
- Images to support
- Specific simple instructions

Enrichment

As writing is often linked to cross-curricular subjects, writing is therefore woven into enrichment activities. Children will be encouraged to write about

- Adaptive Teaching
- Scaffold to support learners
- Pre-learning tasks
- Re-capping within lessons for all or groups of pupils
- Flexible grouping
- Immersive Reader
- Definitions – revisit
- Vocabulary banks
- Pre-teaching of vocabulary or text extracts

their experiences on school trips, giving them a meaningful purpose to their writing.

Activities planned into the school calendar also help to promote writing, such as World Book Day where a text becomes the focus of the skill and writing activities are planned around this.

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Collaborative approach to the planning – LTP/MTP with all staff
- Clear sequence of learning in planning and in pupil books
- Children are given a wide variety of opportunities to write, and for a range of different purposes.
- Focus on self-editing has allowed children to become more confident with this and more comfortable with taking constructive feedback on board from adults and peers.

Areas to Develop

- Monitor the use of grammar and punctuation skills within independent writing to assess the effectiveness of the 'Place Value of Punctuation' units.
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Monitoring

- T1 Focus – monitoring of PVPG – learning walks, book looks and discussions with CTs
- T2 Focus – monitoring of progression in writing – learning walks and book looks
- T3 Focus – inter-Academy moderation

CPD

- PVPG training for all staff
- Termly staff meetings – PVPG, vocabulary, genre types and linked features