



Oldbury Park Primary School

Writing Rationale

Intent:

At Oldbury Park Primary School, we believe that writing is an integral part of education and success in society.

We aim to provide a high-quality writing curriculum that teaches children how to:

- speak and listen effectively (using our strong emphasis on developing oracy across school)
- write and communicate ideas effectively for a variety of audiences and purposes.

These skills will help to fully prepare our pupils for the next step of their learning journey. We are determined that every child will learn to write with fluency and automaticity which will enable them to flourish in all aspects of the school's wider curriculum.

At Oldbury Park Primary our children learn to write to entertain, persuade, inform and explain for a range of different audiences.

Handwriting

At Oldbury Park we use 'Teach Handwriting' as a handwriting scheme in school to support our personalised sequences.

In the EYFS children learn to accurately form the letters and numbers, developing fluency in Year 1.

In Year 2 and beyond children learn cursive writing to write with speed and consistency with an explicit handwriting book used to practice this key skill.

Grammar

- To structure sentences correctly, learning a range of grammatical conventions as stated in the National Curriculum.
- We use PiXL and gap analysis to support our focused teaching of SPAG.

Spelling

- Read and spell from an early age through the 'Read Write Inc' scheme within EYFS and KS1.
- To become accurate spellers by learning spelling rules and conventions, through the 'Read Write Inc Spelling' scheme in KS2.

Implementation:

Writing in EYFS is taught using the Read, Write Inc. phonics scheme. The scheme includes both a reading and a writing focus. Further details can be found in the Reading and Phonics policy. Children are supported to begin to internalise the language structures needed to write through 'talking the text', as well as sharing text.

From Years 1-6, English is taught via The Oldbury Writing Journey, a sequence of a 'cold' to a 'hot' task. Cold tasks are analysed and subsequent, focused planning is put in place to plug any gaps in knowledge and skills. A range of high-quality texts are used, which where appropriate link to our wider curriculum. These are used to inspire children to write creatively in a variety of genres. Children are taught to write for audience and purpose. Their work is shared and celebrated in a variety of ways.

After the analysis of the cold task is shared with children, a success criteria is created collaboratively, in order to develop their understanding of what a good piece of writing looks like within that genre.

Children are also taught to apply their writing skills in other curriculum areas such as: answering key learning questions in History, Geography and RE; evaluating their work in DT and Art and reporting their findings and conclusions in science.

Substantive and disciplinary knowledge

In writing, substantive knowledge is the ability to effectively plan, draft and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical, and linguistic features as well as knowledge of spelling and handwriting.

Disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of audiences and purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to 'write with the ear'; to hear what audiences would and to make choices based on effectiveness and coherence. This teaches children to think critically and creatively and to apply substantive knowledge skills.

All children are encouraged to begin to edit their writing.

Assessment:

Tracking children's progress throughout their school life is vital in order to measure their acquisition of knowledge and the impact of teaching. At Oldbury Park Primary, learning always starts with the children's prior knowledge and any misconceptions they may have. Teachers use formative knowledge and a 'cold' writing task to identify any misconceptions that arise and adapt their planning in order to address these effectively. A cold task analysis is created after each cold task write, and this shapes the pupils' next sequence of learning. Through independent writing (the 'hot task'), children demonstrate connected knowledge held in their long-term memory.

Hot Task writing and incidental writes are used to form a teacher's termly assessment and this is monitored.

Inclusion:

At Oldbury Park Primary, writing sessions are designed to be accessible for children of all abilities and backgrounds. Including:

- Children with Special Educational Needs and/or Disabilities (SEND)
- Children who have English as an Additional Language (EAL)
- Children who are working at Greater Depth (GD)
- Children who are eligible for Pupil Premium Funding (PP)

Personalised planning, scaffolds and supports will be put in place to ensure all children can access the curriculum. Equipment and resources will be expertly utilised to allow all pupils to write to the best of their ability. Provision for these vulnerable groups is closely monitored by the Writing leader in accordance with the SENDCO, PP Lead, SLT and Governors.