

Writing Rationale

Intent

At Ingleby Mill, the writing curriculum is sequenced to accumulate knowledge and skills which can be applied independently by the end of primary school. Writing for purpose and audience is central to the writing curriculum. High quality texts form a 'reading spine' which in turn provides children with a stimulus for writing and rich literary provision.

In EYFS and KS1, the focus is on securing the basics of handwriting, spelling, sentence structure and punctuation. It is recognised that writing development at this stage is generally slower than reading as children need several skills: encoding skills, physical skills and organisational skills – children are likely to be able to read and understand more complex writing than they are capable of producing themselves. At this stage, children are developing an awareness of themselves as communicators and an understanding that what they write will be read by someone else so the basics need to be correct.

In lower KS2, the aim of the teaching of writing is to enhance the effectiveness of what children write and to increase the range of what is written in terms of purposes and audiences. Children also extend their understanding of grammar and punctuation. Children are given frequent opportunities to increase skills and processes involved in writing in order to monitor themselves as writers. They develop an increasing awareness of effective communication in writing in a range of forms.

In upper KS2, children continue to enhance the effectiveness of their writing and this is facilitated by accessing a wider range of language in stories, plays, poetry and non-fiction texts. Children are taught to adapt writing for a specific audience and work towards being able to make independent choices about levels of formality, text structure and content.

Implementation

Writing is taught as a process rather than a product and a piece of writing is developed over a number of sessions. The underlying strategies for each part of the writing process are taught and modelled by staff and the aim is for children to take increasing responsibility for selecting and using strategies overtime.

The writing process

Plan – generating ideas.

Draft – noting down key ideas and organising writing in a logical order.

Share – getting feedback through sharing with peers and teachers.

Evaluate – checking goals are being achieved throughout the process.

Revise – making changes after feedback.

Edit – make changes.

Publish – present final copies.

Along with teaching the elements that make up the writing process, awareness of purpose and audience is developed across the age ranges as writing for a defined purpose and clear audience is central to effective writing: children need a reason to write and someone to write for. Year groups

plan their curriculum to ensure coverage and progression of the main purposes for writing as well as progression towards clearly defined end of year skills and knowledge.

(Please refer to each year group's detailed overview of their writing curriculum and the school's 'Progression of Skills for Writing' document.)

Impact

The impact of our writing curriculum is monitored, tracked and assessed regularly. For individual pieces of writing, clear feedback is given linked to success criteria. Children use success criteria to assess the effectiveness of their own and others' work. Opportunities are given throughout the writing process to reflect using feed forward discussions with teachers and peers.

Across the academic year, progress towards year group objectives is tracked and recorded using Target Tracker. Each term, pupil progress meeting take place to discuss year group data and identify individuals and groups who require interventions. Summative assessments take place each half term in GPS which assist in making summative judgements and identifying next steps.

Moderation of writing takes place once termly either internally or with cluster schools. Along with STA materials, locally moderated exemplification materials are used to help identify the three standards for each year group.

The impact of our writing curriculum will ensure coverage of the statutory requirements outlined in the 2014 National Curriculum. It will also prepare children for the statutory Year 2 SATs and Year 6 SATs.