

Writing Statement 2021-2022

Intent

At Callowell, our curriculum is designed to develop **independence** and **resilience** in our learners whilst improving their **oracy** skills. We provide our learners with a wide range of experiences and activities to broaden their **cultural development** beyond their own community and promote **inclusion**.

Our aim here at Callowell is that every child should flourish and learn within the safe and nurturing environment of our school. We aim to provide a rich and varied environment that allows all children to develop their skills and abilities to their full potential. We believe that appropriate teaching and learning experiences, that have high expectations, help children to lead happy and rewarding lives. By the time they leave us, we want the children to be effective communicators at their own individual level. We embed our school values at the very centre of our learning journey in Writing. Creativity is developed through giving the children a range of contexts to write within and engage all levels of writers. We wish for the children to be committed to their own targets in Writing, by reviewing them alongside the children with every new English topic. Children will move on when they have achieved that target. Our school values are further embedded through being committed to achieve the best that they can. Throughout all writing opportunities, children are actively encouraged to produce the best writing that they can, modelled by the teacher through the handwriting policy. The curriculum area at Callowell is designed to incorporate different types of media, both visual, written and **oral**, to support all the needs of our children. We personalise our curriculum to cater for individual pupil needs, including those presented by Covid-19.

At the end of each unit of work, children get to choose their own topic or version to write about. This is designed to encourage the children to be **independent** writers and to take ownership of their writing, and therefore their learning.

Children from disadvantaged and minority groups are encouraged to pursue writing in a positive environment. We actively take part in any events and workshops that might stimulate these children into writing for pleasure.

Implementation

At Callowell Primary School, we teach English as a single, stand alone subject, following the National Curriculum, unless it lends itself well to other areas of The Curriculum, such as History, Geography, or Science. Children are taught English 4-5 times a week, though are given opportunities to practise their English in a range of subjects and situations planned by the class teachers. Writing is planned so that children follow a clear process.

This writing process involves breaking down the big statements from the National Curriculum into small steps. We follow the 'I Am A Clever Writer' approach that is a systematic, step by step approach to writing, which leads to success. It allows children to be exposed to new skills whilst constantly embedding skills already taught. Our writing strategy at Callowell allows children to display progression throughout the year, throughout genres of writing and throughout their time with us at Callowell in different key stages. Our approach allows all children to benefit and progress through empowerment and giving children the skills they need to become confident writers.

Children are given high quality texts (WAGOLL) as exemplars, modelled work by the teacher, scaffolded work, and then finally, children an independent text that is then edited and revised based on a clear success criterion that, where appropriate, they have designed alongside the teacher. Children are actively encouraged to use the thesaurus to find new and ambitious vocabulary when revising and editing.

In Key Stage 2, part of the daily teaching of English focuses on the development of grammar and vocabulary skills through an 'English Boost'. This is a short 15 minutes at the start of an English lesson. At Callowell, we realize that grammar on its own is not going to make fluent and creative writers and "Does not give learners the ability to communicate in real life situations," (Sekelj and Riga, 2011). Therefore, this is why we intertwine our English lessons with grammar to preserve the ingenuity of writing, rather than creating an algebraic grammar equation.

At Callowell, we nurture children's pride in themselves, each other and their work. Here at Callowell Primary School, handwriting has become a focus and as such, we have recently implemented Letter Join as the basis of handwriting policy. In nursery, children begin to use movements to enhance gross motor skills and exercises to reinforce fine motor skills to help with mark making.

By the end of Year 6, pupils will understand the importance of presentation and the need for different letters forms to help communicate meaning clearly. We aim for our pupils to develop a neat, legible, speedy handwriting style using cursive letters that leads to producing letters and words automatically in **independent** writing. Formal teaching of handwriting is taught every week but is modelled every day by teachers. Our teachers are encouraged to use neat, joined up cursive writing for all handwritten tasks including marking and comments.

Across the school from Year 2 upwards, children learn from the No Nonsense Spelling Programme. Children are given weekly spellings to learn and consolidate at home. Children are tested on these spellings in school and they are also encouraged to use and spell them correctly in their everyday writing. This method of low stakes, high frequency testing provides children with an opportunity to apply their knowledge and skills. Research and studies suggest that students learn most effectively when these frequent opportunities are provided (Roediger, 2013). Some children may be

provided with differentiated spellings based on their current spelling and phonic knowledge and/or if they are working significantly below the National Curriculum. Children are regularly assessed to ensure they are working on the correct level of work.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in Writing through a range of strategies including setting tasks of increasing difficulty and challenge with children reaching as far as they are able, group work and the deployment of adults to support and guide individuals or small groups.

We also provide adapted success criteria that is increasingly challenging for the children. At the end of each unit of writing, where appropriate, children in Key Stage 2 are challenged by depth learning tasks that require children to demonstrate an understanding of how skills and writing devices can impact the reader.

Reaching beyond the National Curriculum, we give children opportunities to build up stamina and write across the broad range of subjects, not only in English lessons. This gives children the chance to apply their skills in a range of contexts, such as historical or geographical. We also aspire to give the children a 'spark' for writing, thus advertise writing competitions and have author visits, whenever we are able to.

In order to support our Pupil Premium children in writing, we will assess a child's specific need and prioritise, based on their starting points. Our current actions include the following: Lego therapy to promote oracy, NELI, oral language interventions, additional phonics sessions, peer mentoring, Time to Talk sessions, and additional tutoring. Above all, we know that high quality teaching is the most important lever to improve outcomes for pupils and subject leads complete regular learning walks with a specific focus on Pupil Premium children.

Impact

The writing journey that children take as they move through Callowell ensures they can successfully develop their composition (ideas) and transcription (spelling and handwriting). We do this by completing regular monitoring. The findings of this allow us to identify next steps for the children and the school. Monitoring is carried out by the subject leaders, SLT, and Governors. This monitoring and evaluation cycle is mainly done by book looks, learning walks, analysis of data and planning. The children at Callowell thoroughly enjoy showing their work to classroom visitors and they show confidence and pride in their learning. Assessment is tracked via Insight where we update our judgements every half term.

We can track any incidences of children via CPOMS. This enables subject leaders to have certain focuses when doing a Book Look or a Learning Walk, as they have a better understanding of why a child's work may be below standard.