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| Drake’s/Otterton C of E Primary School  Writing Curriculum Statement EYFS–Year 6 | | | |
| Writing | | | |
| Our core purpose is for children to develop a love for writing and become independent, fluent writers who cultivate personal style throughout their time in school. Through the design of our curriculum, underpinned by the principles of ‘Talk for Writing’ and Babcock Texts that Teach, we aim to create a writing culture where children: see themselves as writers; become inspired by high quality texts and authors; apply rich and varied vocabular discerningly; edit with skill, accuracy and purpose; develop stamina and resilience; are ready for their next stage in learning. With clarity of purpose and audience, we structure the teaching of writing progressively and sequentially in order that pupils see and reflect on their progress from elicitation to final piece. We celebrate writing!    * **A writer at our school will:** * Take pride in their writing and presentation * Reflect on the use of language to write with purpose and effect * Consider author voice and intent through shared, quality texts * Articulate and talk their writing confidently * Select vocabulary deliberately * Adjust writing appropriately to a range of genres and across the curriculum * Apply spelling, punctuation and grammar conventions accurately and independently * Respond effectively to feedback, co-construct and take ownership of writing targets * Take risks to write creatively | | | |
| **Vocabulary** | | | |
| Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. | | | |
| *English sequences*  English teaching is through the vehicle of Babcock’s Texts That Teach. Children follow a progression of writing where teaching builds on previously taught sequences. Texts are carefully and intentionally selected to meet the national curriculum objectives. Sequences are written to be engaging and designed to ‘hook’ pupils into learning with intentional activities and experiences. Writing for an audience and reason is a fundamental feature in our teaching sequences and final outcomes often have a focus on performance, audience and the prosody of language. Pupils start and end each sequence with an independent writing task to generate and then assess outcomes and individual targets.  Robust and sequential working walls to scaffold and support children’s writing, that clearly state outcomes and targets are ‘built’ collaboratively with the children during each sequence. | *Target setting*  At the start of each sequence children have year group learning outcomes that are built into each sequence. Additionally, children are given individual targets to address any specific targets outside of the year group outcomes. These are clear, individual writing targets and milestones that build skill and writing confidence. These are based on thorough and frequent elicitations, final write assessments, conferencing, assessing against sentence milestones and prior learning outcomes. | *Guided Writing (GW)*  Guided writing is the time where the teacher really gets to dig deep into different texts 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 classes. Guided writing involves modelling sentence work to embed and reinforce year group specific skills. | *Shared writing (SW)*  Teachers and children collaborate to unpick the text used in the teaching sequence. They may look at specific features, such as: author intent, vocabulary choices, grammatical devices, shades of meaning, composition, effect and impact of writing on the reader. They rehearse ‘writing as a reader’ so that they can ‘read as a writer’. Throughout each sequence, writers to have plenty of opportunities for shared writes and deliberate practise before they approach a final independent write at the end of each sequence. |
| *Vocabulary*  We use Beck’s tiered approach, alongside the Developing Vocabulary approach from Babcock, 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 to their writing. Key technical vocabulary is identified in teacher’s planning in every subject. Transferrable words are selected in each subject area through a process of teacher assessment. These transferrable words become target words during each sequence or unit of work in core and curriculum areas. They are taught directly and used purposefully by the children across the curriculum. | *Progression in editing*  We take a meticulous approach to drafting and editing, ensuring that we teach specific editing skills visibly and progressively, alongside SPAG and vocabulary expectations. Pupils develop independence in editing in an age (or stage) appropriate way. Children are encouraged to edit against a non-negotiable year group list that evolves as the teaching progresses through each sequence and against specific sequence based and individual targets. Children are encouraged to revisit and upscale their work through deliberate changes of word choice. Following a final draft children conference with their teacher and get to dig deep into their writing allowing them to improve and refine their final write. | *Writing across the curriculum*  Opportunities for cross curricular writing are purposefully planned and closely linked to reflect the skills and genre of writing taught in literacy. These are evidenced on the writing progression charts. The expectation is that writing in other areas of the curriculum will maintain the standards expected in English books. | *Feedback and marking*  Feedback is given verbally and in written form, based on visible learning. It is timely and designed to move learning on at speed. All feedback is designed to support and underpin independent learning. Conferencing is used as a tool to support individual pupil progress at the draft stage of a final write in each sequence. Two independent writes a term are marked against EGG grids. Marking and feedback serves to provide specific skills to work on for writers to, ‘close the gap’ and to move their learning on. These skills are targeted through focused feedback and guided groups using a progression of ‘Key Sentence Milestones’ with assessment made against chosen End Points. |
| *SPaG*  Children are taught a progressive and robust programme of phonics, spelling, punctuation and grammar using Active Learn Phonics Bug, No Nonsense Spelling and No Nonsense Grammar.  Grammar is progressive, embedded in each sequence and based on the No Nonsense Strands.  Application of phonics is a key part of our phonics programme and assessed and monitored through KS1 and KS2.  Spelling from year 2 to 6 follows the No Nonsense Progression alongside targeted individual and year group spellings which are worked on daily and assessed regularly. | *Purpose for writing*  Writing with purpose is an essential part of teaching and learning. Giving pupils an authentic audience and clear purpose, such as to express, persuade or entertain, helps to develop motivation and skill. We encourage a focus on performance and the prosody of language so children can develop variables of timing, phrasing, emphasis, and intonation as they present their work. | *Interventions/Greater Depth*  Intervention is used when pupils need further support as identified by ongoing assessment. Specific interventions may include pre and post teaching, small group targeted sessions, Nessy, precision teaching,Toe byToe and Trug and/or support relevant to achieve individual targets. Conferencing is used as a tool to support individual pupil progress with all children.  When GD children have already demonstrated secure understanding of an aspect, a short input on a concept or skill is given. This allows GD children more independence to plan their writing, begin their Practise Write, or use an extended writing task to apply the skill or concept being practised. | *Handwriting*  Handwriting is taught progressively to support the development of a joined, neat handwriting style. Children start their writing journey by learning how individual letters are formed in print and by practising the patterns and actions and activities needed to develop the correct muscles to write. Children progress to a cursive style when they are ready in KS1. Handwriting is taught alongside spellings to aid retention through muscle memory. |
| Assessment - in order to assess impact | | | |
| Children 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 - a guide | | | |
| **EYFSP**  Termly writing moderation  Observations of writing behaviour including through Tapestry against assessment profiles.  Talking to pupils and parents.  Writing books/evidence  Assessment against sentence milestones and end points  Running records to assess fluency and accuracy.  Ongoing phonics assessments and checks for application and segmenting to spell. | **KS1**  Termly writing moderation  Statutory writing evidence for Year 2 SATS  Evidence gathering grids for moderation( Babcock EGG) and  2 independent writes per term  Assessment against sentence milestones and end points  SIMs – in-house data and pupil progress tracking  Teacher assessment - observations of writing behaviour and discussion  English/writing books  Phonics checks  Written responses to activities across the curriculum  Year 2 – spelling books and weekly tests. | **Years 3-5**  Termly writing moderation  Evidence gathering grids for moderation (Babcock EGG) and 2 independent writes per term  SIMs – in-house data and pupil progress tracking  Teacher assessment - observations of writing behaviour and discussion  Assessment against sentence milestones and end points  English/writing books  Spelling books and weekly tests  Written responses to activities across the curriculum | **Year 6**  Termly writing moderation  Statutory writing evidence for Year 6 SATs  Evidence gathering grids for moderation (Babcock EGG) and 2 independent writes per term  Assessment against sentence milestones and end points  SIMs – in-house data and pupil progress tracking  Teacher assessment - observations of writing behaviour and discussion  English/writing books  Spelling books and weekly tests  Written responses to activities across the curriculum |

**Raleigh Hub Literacy Marking & Feedback Policy**

**RATIONALE**

The Education Endowment Fund suggests that effective Feedback can lead to an average of 8 months progress. This can take the form of marking, oral feedback and peer feedback. This can be varied by the teacher depending on the section of the sequence.

To ensure children make progress in Literacy and to ensure Teacher Workload is meaningful and manageable, Literacy sequences should be marked in the following way.

The following pens should be used to mark work:

**Green** – Teacher’s comments

**Purple** – Children – Editing, self-marking

**Black** – Teaching Assistant comments

* Elicitation Task – These should be marked and a target set alongside the child. This can be a personal target or one of the outcomes from the sequence itself. This should be achieved by the end of the sequence. Ensure targets are specific and measurable.
* Sequence marking – Two pieces (as minimum) of writing should be marked throughout the sequence with a focus on the specific targets and referring to year group EGG grids. These should be the most suitable for the child and their target.
* One independent piece of writing ( draft final write) in a sequence should be marked against and recorded on the EGG grids to assess progress towards year group expectations.
* Draft final piece – This can be edited by the child using a purple pen along with the success criteria and some feedback from the teacher or peers.
* Final piece – This needs to marked against the sequence success criteria and the child’s target set at the beginning of the sequence.

Babcock Example and Evidence Grids (EGG) can be found here:

[Babcock LDP - assessment](https://www.babcockldp.co.uk/improving-schools-settings/english/assessment/assessment-of-writing)

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Writing Progression Charts to be included here or attached as a separate document – all year groups , years A and B