



WRITING AT CALTON PRIMARY SCHOOL

Our Writing provision aims to enable children to write clearly, accurately and coherently.

BIG IDEAS

- Spoken language is developed prior to writing. Language skills are vital to the progression of writing.
- Writing is meaningful and purposeful through the use of cross-curricular links and Pie Corbett's 'Talk for Writing' approach.
- Spelling is developed through the application of phonics skills during EYFS/KS1. This then progresses into specific spelling lessons in KS2.
- Handwriting begins with mark making and patterns in the EYFS. This then moves into pre-cursive and cursive handwriting.

CONTENTS AND SEQUENCING

- Writing consists of two dimensions: transcription and composition.
- Writing down ideas fluently depends on effective transcription. Children are taught to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Children are also taught to develop fluent, legible and, eventually, speedy handwriting through the use of a cursive style.
- Composition: Children are taught to form, articulate and communicate ideas, and then to organise them coherently for a reader. This requires clarity, awareness of the audience, purpose and context of writing, and an increasingly wide knowledge of vocabulary and grammar. This will be taught through Talk 4 writing and the process of imitate, innovate, invent.

CURRICULUM LINKS

Throughout the school writing is taught and enriched through carefully planned cross-curricular themes and interactive activities and also includes discrete vocabulary, spelling and handwriting sessions. Teachers plan for children to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

RETRIEVAL PRACTICE

Across each year group, retrieval practices are used on a spiral curriculum to embed knowledge in all areas of the subject. Writing skills are threaded through each genre which provide opportunity for children to practise, refine and improve their writing, building and developing on previous learning.

PROGRESS

Within each year group National Curriculum objectives are covered.

Short term progress is measured using hot and cold tasks. These tasks inform the setting of appropriate targets individual to each child. Long term progress is monitored through termly independent writes. This progress is then used to inform weekly planning.

SUPPORT

Every child has access to Quality First Teaching of the objectives set out in the National Curriculum for Writing.

Some children have further support (scaffolding) from the teacher to allow them to progress and meet achieve lesson objectives.

Individual children or groups, who are underachieving, will be identified and steps taken to improve their attainment. This includes planned and targeted interventions.