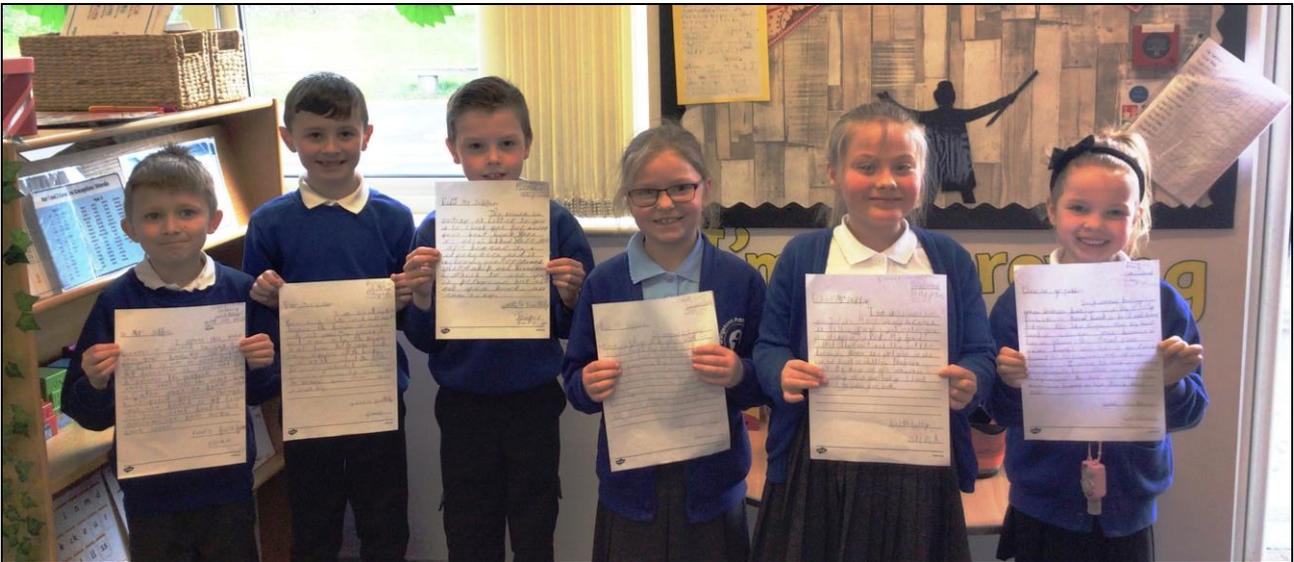


Writing at Grangetown

Intent, Implementation, Impact



Intent

At Grangetown Primary School we understand that writing is a life long skill which is required throughout both education and employment. We, therefore, believe children should be equipped with the skills to write for a variety of purposes and vary their vocabulary and grammar appropriately to suit. Whilst we value writing for a clear purpose, we also want to provide a culture where children write for enjoyment too.

Our writing curriculum is structured so that children are taught two genres in depth each half term so that they can understand them fully in terms of a reader and a writer. Our curriculum is well structured and progressive to enable children to build upon prior knowledge from earlier year groups and skills taught in previous terms.

Implementation

Our school follows the Quest Curriculum designed by English leaders in school. It is based upon a programme of study created by the school improvement officer at Together for Children, Sunderland, but then adapted to suit the individual needs of our children. It provides the best opportunities for all children to progress and succeed. The programme is clearly broken down into half termly expectations for fiction and non-fiction with additional objectives identified for those children on track for greater depth. Teachers plan using the genres laid out in the document and incorporate the relevant grammatical skills within their daily lesson plans. The objectives which are covered over the term are set out in teacher's medium term plans: the same objectives are then used to assess the children's learning. This enables gaps to be identified quickly, and interventions put in place to address them.

High quality CPD in Talk4Writing, Power of Reading, Helicopter stories, and raising standards of narrative writing by Alan Peat have been accessed by staff and are used to supplement the teaching of writing.

Following the curriculum and addressing the elements of each genre, teachers have autonomy in their teaching of daily lessons, but the standard structure of a teaching sequence would look consistent across a school; reading around a text to identify the features and linguistic choices, building up on the grammatical and language skills associated with the text, planning the structure of the text, and finally writing an independent version of the text style. This may then be followed by editing and redrafting. Those children who are on track for greater depth will also use this time to redraft their writing for an entirely different audience, or purpose.

Staff are confident in the knowledge that they are following a clear and consistent approach to the teaching of writing across the school. They use their professional judgement to adapt planning to the needs of their children and provide writing opportunities, developing the interests of children where possible.

All children in KS1 and KS2 are assessed using an assessment tool, devised by Grangetown staff, using the Sunderland Solutions framework and National Curriculum, which closely links to the objectives taught each term. An objective is highlighted when children have shown that they can consistently embed each strategy within their independent writing. Year group necessities are also used when assessing writing. Teachers must be confident that children can independently show each of the skills on the year group necessities before they are deemed 'Age Related.' Instead of standalone interventions, staff utilise instant interventions where possible. This enables misconceptions to be addressed as close to the point of the lesson as possible.

Impact

Pupils enjoy writing and view it as relevant and purposeful, a vehicle to communicate their ideas creatively across a range of subjects Pupils enjoy talking about their writing and reflecting on the writing of peers. They are keen to develop as writers and improve the effect of their writing on their reading audience and are able to adapt their writing based upon audience and context. Children share their writing with peers and other adults across the school. Writing is celebrated at Grangetown, with termly writing awards celebrating and displaying writing across the school. Handwriting is celebrated in half termly assemblies. The % of pupils working at Age Related Expectations by the End of Key Stage 1 and 2 will be at least in line with national averages.

S.Hunter and N.Roberts
June 2022