**he writing vision for North**

Good writers are good readers. This connection is fundamental and deep-rooted and as a school we know we must teach and nurture reading to ensure they make progress and become effective writers. Please see our Reading vision which lays out how we teach reading at North <https://docs.google.com/document/d/1JWoVeu9C7tm9nJxCOej4XT7E7dEHE5lBDY8jadOHzts/edit>

If students are to be successful in school, at work and in their personal lives, they must learn to write. This requires that they receive adequate practice and instruction in writing as this complex skill does not develop naturally. Writing is a fundamental skill and more than 85% of the population of the world can now write. Writers use this versatile skill to learn new ideas, persuade others, record information, create imaginary worlds, express feelings, entertain others, heal psychological wounds, chronicle experiences, and explore the meaning of events and situations. In school, students write about the materials read or presented in class to enhance their understanding. In their futures, the vast majority of children will commonly use writing to perform their jobs. At home, writing provides a means for initiating and maintaining personal connections as writing gives voice to our inner thoughts and allows us to share them. As a form of communication, writing can transcend time and is a way to pass stories from generation to generation.

**How we teach writing - an overview**

We teach writing by using carefully selected texts, poems and animations as a stimulus. We then teach children to write many pieces with different purposes using common genres of writing seen in society including newspaper articles and factual texts, as well as more modern forms of communication such as emails and blog posts. These genres are progressively planned throughout children’s time at North so children are able to learn more about how to write a particular genre for a specific purpose and audience. They are then able to master the knowledge and skills to successfully write within this genre by the time they move on to secondary school. Children have opportunities to apply their knowledge and skills in writing across the curriculum.

**Read Write Inc.**

At North, we use Read, Write Inc (RWI) to support the development of early reading including systematic synthetic phonics. While we use this to teach early reading the interconnected nature of reading, writing, speaking and listening means that we use the programme to teach writing skills including those of handwriting, spelling, grammar and punctuation as well as composition. Within the routines and structures of RWI, children will compose weekly pieces of writing in their ‘get writing’ books (in the early stages of the programme this is every three days).

**Reception writing**

From children's very first day in Reception, they begin the Read Write Inc programme. They learn a key set of phonic skills, including grapheme recognition, phoneme pronunciation, oral segmenting and blending and decoding, that can be transferred to reading and writing in familiar and unfamiliar contexts.

Opportunities for reading and writing are spread out throughout the classroom, enabling children to apply their reading, writing and phonetic knowledge. They are encouraged to write for a variety of purposes such as writing labels, captions and eventually sentences to accompany their work. There are many adventurous, practical activities that require the children to interact with their peers and adults in order to develop their communication skills.

Towards the end of autumn two, children complete a literacy focus once a week. Children’s gross and fine motor skills are strengthened to ensure they can achieve a suitable, comfortable pencil grip. Mark-making opportunities also allow the children to begin developing their handwriting skills.

**A ‘Power of Reading’ school**

The 2014 National Curriculum states:

*‘Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently...*

*‘Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.’*

In 2016, North became a ‘Power of Reading’ school. The ‘Power of Reading’ is a philosophy for teaching writing which puts high-quality texts and creative teaching approaches at the heart of all planning, teaching and learning of English. Initially established by the charity CLPE (the Centre for Literacy in Primary Education), the ‘Power of Reading’ aims to nurture a love of reading and writing in children by immersing them for several weeks in texts that have strong emotional or moral themes children will connect with. An extensive range of text-types are encountered during the reading of each book, and the children’s writing is enhanced by participation in speaking and listening activities, book discussion, drama and art (see PoR strategies doc -<https://docs.google.com/document/d/10MUwY6Badt0bstv6yhoxdADpzGkQlkz5/edit> ).

Additionally, the gradual construction of a working wall and a collection of text level and sentence level work enable children to track their progression and learning through the time spent on the text. This immersion has a hugely positive impact on children’s motivation in reading and writing as well as their confidence in discussing what they have read.

Through careful consideration and discussion, as well as consultation with CLPE and other ‘Power of Reading’ schools, North has carefully selected texts for our Power of Reading curriculum which aims to present children to a wide range of authors (including BAME and other minorities) and themes as they progress through the school. These texts are laid out in our ‘Out of this world’ connected curriculum documents.

Teachers at North plan learning opportunities for children based on these texts whilst providing them with opportunities to embed and practise grammar, punctuation and spelling rules, learn and use rich and varied vocabulary, and use an editing and improving approach to writing.

**Extended writing**

Extended writing happens regularly at North and children have opportunities to write at length in order to build their writing stamina, whilst also applying the knowledge and skills they have been taught in the lessons previously and acquired as part of the curriculum learnt up to that point. This includes the strategies of retrieval and spaced practice as children build knowledge and skills within our progressive cyclical curriculum. Teaching and learning of writing follows the writing cycle laid out below. Teachers use the genre progression documents and the genre end of Ks2 expectations to support their teaching of writing within a genre.

<https://drive.google.com/drive/u/1/folders/13anoy4rjWfdK6zOpm942MwdA8N40zSq->

<https://docs.google.com/document/d/1DxjKRPYybwAG8dAZRHnYNNMGD8xjlvPv9_FUNcUAoxc/edit>

**The cycle**

Teachers all start from the end! Teachers are writers and must put themselves in the learners shoes and write a model. In order to teach writing we must empathise with the writer's process and analyse the skills and knowledge needed to meet the expected outcomes. For every piece of extended writing we then go through the processes of:

Oracy permeates every stage of the writing cycle!

1. pre-writing – idea gathering linked to the stimuli
2. Analysis of text/stimuli and genre (Structural and linguistic)
3. Vocabulary building/Language acquisition (phrases, clauses, idioms, figurative etc - not just individual words)
4. Practising writing - Sentence construction
5. Shared writing - modelling for teaching
6. Independent writing - Time for extended writing
7. Proofreading, editing and improving -

**Vocabulary + Language acquisition**

We strive for all of our learners to have a rich and varied vocabulary, particularly as research has shown a direct correlation between wide vocabulary and greater academic and financial success later in life. We know that pupils who enter school with limited speaking and listening vocabulary -high performing five year olds - will have an oral vocabulary of about 14,000 words which is almost twice as much as low performing pupils and that gap gets wider each year. We aim to narrow this gap significantly while at North Primary. In our English curriculum there are multiple opportunities to explore vocabulary; from within texts explored as well as tier 3 technical vocabulary that permeates the English curriculum. In writing we know that children's precise use of vocabulary shows their knowledge of a word and therefore great importance is placed on the correct use of vocabulary and also selection of vocabulary to clarify meaning and entertain. Our approach to teaching and learning of vocabulary is laid out in our vocabulary vision. Please follow the link below

<https://docs.google.com/document/d/1N_IYCTZ4Xh0joc_-oK9PMxmMiRdYMwDsVORJUEHBNdA/edit>

**Editing & proofreading + analysing and improving using ideas for depth**

All writers, no matter who it is (how famous or how many books they have sold!), edit and proofread. Through this process writers improve the quality of their writing and its desired impact on the reader. Therefore at North we teach children how to edit and proofread their work using a consistent approach of COPS in Reception and KS1 and NOSURPRISES in KS2. This gives children a framework to use in order to re-read their writing with a specific purpose and action for each re-read. This editing and proofreading is embedded within the writing process and taught and modelled explicitly before, during and after writing.

<https://docs.google.com/document/d/1zWQ-jf38kBgxM2GO_eMqnBvz6GqcsXSYAlA1dE6QSJQ/edit>

We further deepen children’s understanding of how to write effectively using our ideas for depth which teachers use to prompt children to analyse and improve their writing.

<https://drive.google.com/drive/u/1/folders/1_84Ep07_UQP-zCNe9uL_k_3pkWiU3r3O>

Using these strategies we aim to instill automaticity in reflecting upon and then improving children's written communication.

**Sentence construction**

At North we teach children grammar and punctuation to ensure children write coherently and are able to effectively communicate in writing across multiple genres with differing purposes. Teachers teach the elements of grammar and punctuation which fit with the writing in order for students to create an effective piece within the genre and purpose for the extended writing they are doing in their year group. Sentence construction is taught progressively and this is laid out on the document ‘sentence construction progression.’ <https://docs.google.com/document/d/1OzijrnqBEM-Iuy0iNlFNibjF6zlKrhaKi9Liiof94YQ/edit>

Having a consistent and progressive curriculum for sentence construction also allows teachers and pupils to discuss and analyse writing using grammatical language and then children apply their knowledge of linguistic functions in their writing. The progression in language is laid out in the document ‘language for sentence construction’.

<https://docs.google.com/document/d/1pTpySj02in5PVoXqNliBQJrSu1lJSLDBuju_DaV7TfY/edit>

In addition, teachers focus on ensuring children’s writing is cohesive and teach cohesive devices using the ladder in the document 'progression in cohesion’.

<https://docs.google.com/document/d/1fu_yEUFiUiJ_1KlTZ5WVkdUDPHnRrtnSrph68_tCmyA/edit>

**Handwriting**

In order to communicate effectively, our handwriting must be legible. In addition to this, the process of joining whole words or ‘stringing’ them together means that pupils can write more fluently and can support the development of spelling. This is why at North we aim for all pupils to be using a neat, cursive writing style by the end of year 2.

Letter formation is taught explicitly using short mnemonics in phonics lessons as children progress through the RWI programme. This is reinforced in every day classroom practice. Pupils are given feedback on their letter formation and they are later supported to develop a more mature style. Attention is given to the relative size of the letters, the spacing between letters and how they sit on the line, which form part of the National Handwriting Association’s (NHA) ‘S and P checks.’ The different joins are explicitly taught to children.

Once pupils move off the RWI programme, handwriting is taught discretely and regularly up to the end of year 6 using the Nelson handwriting scheme. Some learners may need additional support to master the joins necessary to become a fluent writer, and this will happen with additional home learning practice and small group intervention when necessary. The remaining NHA ‘S and P checks’ are introduced throughout KS2 to support pupils to develop a fluent, mature and personal style of handwriting by the time they leave North.

**Spelling**

Children follow a systematic approach to learning spelling rules, starting within the RWI programme and transitioning into our school spelling scheme which can be found in the linked folder below.

<https://drive.google.com/drive/u/1/folders/13bTCzI5T2uiwE7a4_4yC-4sMrUM86DrW>

In RWI pupils have a daily spelling focus and teachers link the learning of phonemes, graphemes and spelling rules. When children transition from RWI they move onto a weekly spelling session where a particular rule is focussed on and then words using the rule/s are sent home to be practiced using the strategies in the document below.

<https://docs.google.com/document/d/1RmiBGKVtd4ES9FgknMfXJ2LfPrd3nCZX/edit#heading=h.gjdgxs>

Teachers then assess children’s understanding of spelling rules using an assessment where they read the word, use the word in context, read the word again and the children write the word. This is then sent home to be shared with parents.

**The assessment statements**

At North we assess children continuously and adapt and personalise our curriculum teaching in order to promote progress against our agreed writing statements. We have statements based on the national curriculum expectations in y1-6 for expected and greater depth writers - see link for assessment statements. <https://docs.google.com/document/d/1nLyO7E5Jhnq68CIZIWL5WvpLqjiH482n/edit>. These are RAG rated regularly by teachers using an online tracking tool. Teachers also moderate within school and across multiple schools a minimum of three times a year.

**Writing conferencing**

Utilising our 3 teacher model we make time within the writing cycle to conference with pupils. Children in receipt of Pupil Premium grant funding will receive conferencing half termly with all other children receiving termly conferencing sessions. This 1:1 time enables teacher to focus on improving individuals writing skills and setting clear goals to do so. The rationale and structure for conferencing sessions can be found in the link below.

<https://docs.google.com/document/d/1CqJ6mbx3MA2ARaupkLDuctEPJWK61VZsw-g4Jz_394A/edit>

**English lead**

The English lead will ensure a high-quality curriculum in English which will teach pupils to speak and write fluently in order to communicate effectively. It is expected that through the English lead monitoring the high quality teaching of language and literacy, children will be able to acquire knowledge and build on what they already know, to be able to participate fully as a member of society.

Through learning walks, book scrutiny and regular checking of planning, the English lead will aim to ensure that all students gain the knowledge and skills for writing through:

* acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing and spoken language
* appreciating our rich and varied literary heritage
* writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* using discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.