



Queensgate's Strategy for Writing

Intent

At Queensgate Foundation Primary School, our intent for writing is that all pupils leaving Year 6 are able to write a wide range of text types independently and effectively for different purposes and audiences.

Implementation

Links to reading

To inspire our children to become the best writers they can be, we immerse them in a rich culture of reading and create opportunities for them to write interesting and effective prose inspired by high quality texts. We want all pupils to develop a love for language through reading, both for pleasure and information, and expect that their comprehension skills enable them to increase their vocabulary and understanding.

Phonics

We aim to give children the best possible start on their writing journey by teaching them the essential phonics skills and knowledge to decode and encode (spell) words independently from the outset. At the point of writing, children will use phonics as their first strategy to spell unknown words until it is embedded and automatic for them. We deliver the Teach Hub SSP consistently and with fidelity, throughout the school from KS1 and into KS2 in order to develop all children as confident readers which in turn will allow them to become confident writers.

Spoken Language

We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand. We intend for all pupils to be able to speak clearly, confidently and purposefully in a range of contexts to enable them to develop and practise their understanding of sentence structures and phrasing. Drama is used to allow pupils to explore characterisation and plot development whilst developing their confidence.

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Learning Journeys and WAGOLLS

Learning journeys, which are shared with the pupils, are inspired by high quality texts and films. They log the age appropriate relevant skills and National Curriculum learning objectives that are taught during the unit, culminating in expected written outcomes. Children will read and dissect well-written WAGOLLS so that they know 'What A Good One Looks Like' and will be able to identify and discuss the features that make them effective.

Through a series of activities, including apprentice and independent writes, we expect pupils to be able to construct grammatically sound prose for a variety of audiences and purposes- using a range of effective sentence structures. They will be able to verbally rehearse their ideas before writing.

Pupils are taught to be able to proof read and edit their writing so it is impactful and interesting to read, following the mantra 'check, remove, add and improve'. Pupils have opportunities to share and celebrate their finished written work.

Handwriting and Spelling

In 2023, children in EYFS and KS1 started trialling the Kinetic Letters programme to achieve automaticity in handwriting enabling pupils to get ideas on paper without having to think about how to form the letters. It is based on developing strength for writing, letter formation and flow. In KS2, children are given regular opportunities to practise their handwriting and develop a consistent, legible, cursive style. Children are able to present their work in a way that is appropriate to the task, purpose and audience.

Additionally, pupils are encouraged to use their computer skills and 'speech notes' dictation programme to type up their writing when appropriate.

In EYFS and KS1, spelling is part of the Teach Hub phonics SSP. In Key stage 2 children have weekly spelling lessons as part of their English

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learning, building on phonics knowledge as well as exploring spelling patterns and word etymology. Common exception words are taught inline with National Curriculum expectations.

Assessment and monitoring

Through AFL and moderation against the expected standards, teachers keep track of progress and identify areas that require improvement. They provide prompt, relevant verbal or written feedback, as appropriate to ensure pupils make speedy progress. Additionally, they adapt planning to ensure the needs of all children are met and gaps are filled in a timely manner. English leads and SLT monitor books and observe the teaching of English to ensure quality and consistency of writing. We also moderate our written work with other schools in the cluster.

Lowest 20%

Pupils with SEN and those who struggle with writing, have access to a range of support depending on expected outcome and need, including but not limited to: effective small group work, word banks, scaffolds or writing frames, specific interventions such as colourful semantics and differentiated task designs.

Content and Learning Objectives

The specifics of the teaching in English, with regard to grammar, spelling, handwriting and reading and writing skills can be found in the National Curriculum, which sets out the National expectation for Years 1-6, additionally the Early Years Frame Work outlines the expectations for Reception pupils.