

Wooler First School Writing

Intent

At Wooler First School, we endeavour to create a love for literacy and create and write texts for a purpose.

At the end of the EYFS children aim to achieve a Good Level of Development and be able to demonstrate a growing command of English. They gain the gross and fine motor skills necessary to form letters and use their knowledge of letter-sound correspondence to write at an appropriate phonic stage of development.

We want every child to leave the school with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Implementation

Throughout their time at Wooler First School, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

This is completed within a daily lesson with a genre the focus of two to three weeks of study. The starting point for most units will be a model text in which pupils can identify the key structures that may be used within a particular piece. Key writing techniques are then explored to ensure pupils develop a strong understanding of these in isolation before creating an extended piece of writing that aims to include these. Wherever possible, the key text focus links directly with the general topic or key reader of that term in order to provide context for writing and wider opportunities to write across the curriculum. In addition, phonics is taught to most children in KS1 then grammar and spellings are taught discretely through spelling lessons and the Headstart grammar scheme.

In EYFS children begin their journey mark making followed by a more formal approach to writing. Writing is encouraged in all areas of the environment and specific writing skills are taught through direct teaching.

Teachers in each year group are clear in their teaching and assessment of objectives for their year group. Use of the assessment tracker has supported teachers to be focussed and have clarity in their teaching.

Year group objectives - and objectives from previous years - are taught and used throughout the year. Children are also given opportunities to apply their writing skills across the curriculum. Crucially, children understand that the quality of their writing should be replicated across subjects - if they are working at age related expectations in their literacy book, there should be evidence of this in their science or humanities books

Impact

At Wooler First School an assessment tracker is used to record the progress that pupils are making in terms of knowing more, remembering more and being able to do more at three points in each academic year. This will record whether children are working towards the age related expectation, at the age related expectation or exceeding the age related expectation.

Termly whole school moderation takes place to ensure the validity of our judgements.