



Writing

Intent

At South Ascot Village School, we want all children to be able to confidently communicate their knowledge, ideas and emotions through their writing and reach their full potential. Writing tasks should run side by side with the reading that is completed in school.

Our aims for writing are as follows:

- To support and nurture each individual on their own personal journeys to becoming successful, independent writers,
- To provide exciting writing opportunities and experiences that engage and enhance pupils of all abilities,
- For every child to have a good knowledge of phonics to springboard children to becoming fluent writers,
- For all children to acquire a wide vocabulary and to be able to decode and spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school (including phonics),
- For all children to have a solid understanding of grammar and to apply it effectively during writing tasks,
- For children to write clearly, coherently and concisely, adapting their language and style in - and for - a range of contexts, purposes and audiences,
- For all children to be encouraged to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the end of Key Stage 2,
- To plan a progressive curriculum to build upon previous teaching, with regular assessment of writing (in the form of creative writing tasks) to ensure each child's needs are met to reach their full own individual potential.

Implementation

At South Ascot Village School, writing is taught daily across the whole school and across all subjects. Each class studies a different high-quality text per term as a minimum, lasting from a few weeks to a whole term depending on text type, length and year group. In Key Stage 2, this text is the same text that is studied during daily guided reading sessions. We passionately believe that reading and writing are inextricably linked therefore studying the text in both reading and writing sessions encourages children to make links and become empathetic and ambitious writers. Planning and the use of bi-weekly drivers ensure that a variety of genres are progressively taught and built upon both throughout the year and throughout the school.

Writing is also a key focus in the wider curriculum, especially in foundation subjects and Science. Children are given the opportunity to transfer and build upon their knowledge of a genre studied during Literacy lessons and apply this learning to areas being studied in other subjects.

Through the development of dynamic bi-weekly drivers, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.



South Ascot Village School - Curriculum

Within each bi-weekly driver, progressive lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches.

All students should be given the following opportunities:

- Chances to participate in drama & spoken language activities (blue dot on the bi-weekly driver),
- Exploring the features of different text types and modelled examples, for example spotting features in a WAGOLL (blue dot on the bi-weekly driver),
- Handwriting practise (found within handwriting books),
- Vocabulary practise (red dot on the bi-weekly plan/purple on the bi-weekly plan),
- Shared writing (modelled expectations)
- Discrete Spelling, Punctuation and Grammar lessons (purple dot on the bi-weekly plan/red on the bi-weekly plan),
- Independent writing (black dot on the bi-weekly plan)
- Planning, drafting, editing, up-levelling and presenting (yellow dot on the bi-weekly plan)
- Performing (blue dot on the bi-weekly plan).

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage at South Ascot Village School, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style.

In Key Stage 1, we take a holistic view of teaching handwriting, where we teach activities to develop their fine motor skills which will then lead on to strengthening their pencil grips. Teachers in Year 1 and 2 teach the pre-cursive style of handwriting on a daily basis, leading onto cursive. In Key Stage 1, there is particular focus on teachers modelling the school's handwriting style when marking children's work, writing on the board and on displays around the school.

In Key Stage 2, students are expected to continue these standards throughout, whilst consistently writing in black pen and editing their work in green pen. By the end of Key Stage 2, students should be writing with legible, cursive handwriting in all writing tasks across the curriculum.



Spellings

At South Ascot Village School, in Foundation, students are introduced and immersed in the initial phonics sounds using Read, Write, Inc (RWI). From Year 1 and upwards, classes follow a progressive spelling scheme, lead by the Single World Spelling Test (SWST) that is completed on a termly basis. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics.

All students will be expected to engage in the following areas:

- Spell accurately and identify reasons for inaccurate spellings,
- Proof-read their work and correct any spelling errors in green pen,
- Recognise and use word origins, families and roots to build their skills,
- Use dictionaries and thesauruses during writing tasks,
- Take part in the SWST twice each term that is based on their previous assessment levels for their spelling age.

Impact

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps through the process of creative writing tasks. After each creative write, constructive marking is used with an asterisk to point out consistent errors, a 'Next Step (NS)' and 'modelling' of work where appropriate. Teachers leave an asterisk and next steps in the creative writing books when marking to ensure that children know exactly what they need to do next to make progress in their writing (as well as providing continuous verbal feedback during lessons when assessing the blue SPaG books). Each term, there is an expectation that 5 pieces of writing will be evident in the green creative writing books. There should also be evidence of a range of text types being studied each term.

The impact on our children is that they will have the knowledge and skills to be able to write successfully for a range of purposes and audiences by the end of Key Stage 2. Children are encouraged to be more confident writers by improving their ability to plan, draft and edit their own work during each creative writing task by utilising their blue books before completing their final draft in the green creative writing books. By the end of Key Stage 2, children should have developed a solid writing level whilst also enjoying sustained writing tasks. Within their work, students should be able to manipulate language, grammar and punctuation to enhance their writing. As all aspects of Literacy are an integral part of the curriculum, cross-curricular writing tasks are expected over the year and students should be taught to transfer their writing skills into other subjects. This will show consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.