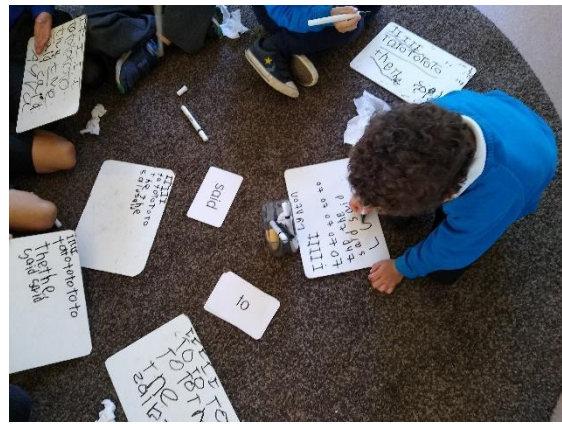


A Journey into Writing



Children as authors and writing for purpose: Book making.



Learning to encode during phonics.



Writing from meaningful stimuli.

For more information, please see 'Germoe and Boskenwyn English Curriculum'

Intent

It is our intent that our children are confident, fluent writers, who view themselves as authors. We want them to use ambitious vocabulary and confidently change style and tone with an awareness of the reader. They should be able to justify why they have used certain words, stylistic features, punctuation marks and sentence structures, and should have the terminology to do so. Our children will be able to link this knowledge to thinking critically about their own consumption of text. We want our children to be writing with fluidity so that they are free to be creative and to write for pleasure. We want our children to be confident editors and supportive peer-assessors.



A Journey into Writing



Implementation

Spelling is actively taught throughout the school. From Reception, where encoding is taught alongside decoding, through to Year 6, where weekly spelling inquiries are practised weekly. We make the investigation and practice of spelling as interesting and imaginative as possible, with games, mnemonics, sky writing, playground chalks, play dough, etc. Spellings are also taught in context alongside our writing map.

Grammar and punctuation are taught throughout English units and in the discussion of text. An example is during Year 2 instruction texts, the grammar tools needed to write a good instruction text (different sentence types, imperative verbs, and fronted adverbials) would be practised during the unit and applied in their own texts. Every year group starts with a place value of punctuation and grammar unit to aid retrieval of what has already been taught and ensure that sentence structure is secure.

Letter formation and handwriting is also taught and practised discretely from Reception to Y6. In Reception, a lot of time is spent developing fine-motor skills. Children that are struggling to develop fluent handwriting, are given lots of interactive interventions, such as 'Speed Up!'. Handwriting sessions happen weekly in KS2.

Teachers explicitly teach how writers vary vocabulary, syntax and structure to influence different audiences and for different purposes. Children then use this learning to plan, write and assess their own and others' texts. Practitioners take care to model being excited by writing and to have fun with language. Children are also read high quality texts and the vocabulary they encounter is discussed and used in context.

In order to promote a love of writing, and to enable children to feel as though they are authors, we make writing meaningful and purposeful. All writing units stem from authentic experiences or quality texts/film. Writing units have a clear purpose and are linked to Inquiry concepts so that children experience full immersion in a text type or experience. Children are given lots of opportunities to build narrative through drama, role-play and exposure to texts. Wherever possible, writing is published or performed (for example, a letter writing unit ends with sending the letters). It is celebrated through Wow Walls, awards, on websites or seesaw, in published books, and by being shared with parents.

Impact

The impact of our approach to developing writing is successful in many ways. The majority of our children love English and feel confident to express themselves through writing. Many children who have joined as reluctant writers from other settings become enthusiastic and energetic writers with us. Our children that have barriers to writing, such as dyspraxia or dyslexia, tend still to enjoy writing as our emphasis is always on creative content. Although again we acknowledge that small cohort data analysis is difficult, we still have a long way to go in terms of improving our statistical outcomes;



A Journey into Writing



especially on finding ways to overcome barriers for those children for whom handwriting and spelling prove a particular difficulty.

| Writing – Y6 Teacher Assessment | | | | | | | | |
|---------------------------------|-----------|----|-----|------|-----------|----|-----|------|
| | 2022-2023 | | | | 2023-2024 | | | |
| | WB | WT | ARE | WAGD | WB | WT | ARE | WAGD |
| Boskenwyn | | 40 | 47 | 13 | 17 | 58 | 17 | 8 |
| Germoe | | 50 | 50 | | | 8 | 73 | 9 |

Pupil Voice

'I like that you get to publish in fun ways.' Y5

'I love writing stories.' Y6

'I don't like that I don't get to finish my stories always.' Y5

'I enjoy writing because I get to use my imagination.' Y4

'Can I finish [writing] my book today?' Y2

'Can we stay in at play and finish our poems? So can I take it outside then?' Y2

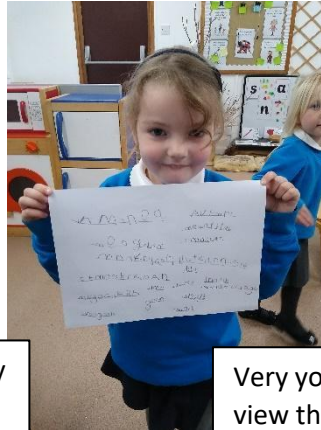
An Example Progression of Skills

| Being able to encode what they want to say: | | |
|--|--|--|
| EYFS | Y2 | Y6 |
| Segmenting the sounds in simple words and blending them together; Using their phonic knowledge to write words in ways which match their spoken sounds Knowing the spelling of some irregular common words; | segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ☐ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ☐ learning to spell common exception words | using further prefixes and suffixes and understand the guidance for adding them ☐ spelling some words with 'silent' letters [for example, knight, psalm, solemn] ☐ continuing to distinguish between homophones and other words which are often confused ☐ using knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically |

Examples of Learning Outcomes



Year 6 children crowd around a display wall to read each other's writing.



Very young children are proud of their writing and view themselves as authors.



Authors share their texts with their peers.

Learner profiles

Inquirer Writing helps us to think about our inquiries from different viewpoints. For example looking at the war from the point of view of evacuees or writing as a character during an air raid.

Caring Pupils share their writing and children are encouraged to give feedback. Children explore and write texts which are diverse, and children are encouraged to show empathy with their character.

Knowledgeable Pupils are taught the grammar and punctuation from the curriculum as a separate unit in September to ensure their knowledge of sentence structure is secure. Children are exposed to a wide range of texts and genres.

Reflective Children reflect on theirs and others writing, suggesting edits where appropriate.



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Thinker Pupils are supported to edit and improve their writing. They are asked to explain why they have made certain vocabulary choices.

Communicator Pupils share their writing. We read it to our classes and record it on Seesaw. There are books of published work in each class.

Risk-Taker Children are encouraged to take risks with their vocabulary choices, trying to use the higher level vocabulary that they have encountered.

Balanced Children are taught how to write balanced arguments. They are taught about well-being and are encouraged to think about their wellbeing during their sessions.

Open-minded Children are exposed to a wide range of diverse texts. They are encouraged to think about characters in different situations and from different backgrounds.

Principled Pupils are encouraged and supported to take part in discussions and present their ideas and opinions with clarity.

Cultural Capital

Cultural capital is about preparing pupils with the essential knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey pupils develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.

Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Examples of cultural capital within our writing curriculum:

- Writing for a purpose - Letters to the hospital, portfolio award at Greenpower, letters of encouragement.
- Cultural stories - The great kapok tree, The Mermaid of Zennor
- Published a class books



A Journey into Writing



Our Multi-Disciplinary Approach

Children use writing to communicate across the curriculum; for example, story-boarding a shadow-puppet show to present learning about light in science, publishing books and writing emails and letters in Inquiry, organising educational visits, and writing lyrics in Music.

Last Year's Successes

- Introducing PVGP across the federation
- Children engaging with writing.

Priorities for this 2024-25

Establish Seesaw as a platform to share our writing.

Focus on spelling CEWs and sight vocab in KS1.

Continue to improve performance data in writing.

Share Poem A Day Project across school

Embed place value of punctuation and grammar unit