

## Willow Tree Academy



### Writing Statement of Intent, Implementation & Impact

#### Intent

At Willow Tree Academy we aim to develop the children's ability to produce well structured, detailed writing in which the meaning is clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing, staff refer to Pie Corbett's strategies (Talk for Writing)- which are predominantly used in Lower KS2.

Pupils are taught writing in mixed ability classes; teachers regularly assess and group their pupils according to ability. Ability groups are changed throughout the year to ensure pupils are accessing relevant learning tasks for their ability. All staff will model high expectations of writing and take every opportunity to expand vocabulary to promote a language rich environment.

Focused writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions in Literacy and across the curriculum. Pupils use a range of resources such as alphabet cards, talking tins, word cards, word lists, writing frames, dictionaries and thesauruses to support their work.

Throughout the curriculum, pupils are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by real texts (newspapers, advertisements and websites), drama techniques, use of multimedia texts, visitors, visits and film clips. They may be asked to produce their writing on their own or as part of a group. Children will also be given the opportunity to incorporate computing skills and the use of digital literacy.

#### Implementation

Children receive a one hour Literacy lesson daily and are exposed to age-related expectations for writing within a range of texts. Writing and reading are closely linked and we ensure that children are reading daily in order to build on their knowledge of different genres of writing and develop their vocabulary. Classes use drama, oracy and Talk for Writing strategies to structure and plan writing units which encourage discussion, questioning, imitating and learning texts along with actions that are rich with key skills. The use of quality differentiated texts is used to teach the core skills in-line with the expectation of the National curriculum through a combination of approaches/opportunities:

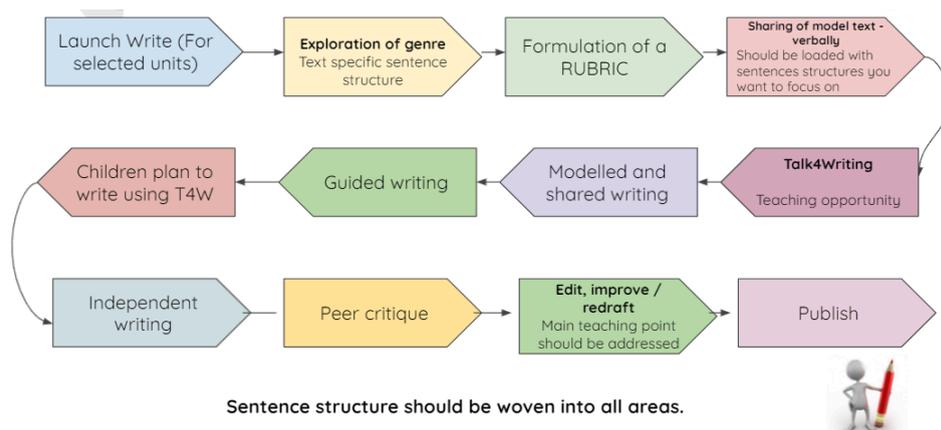
- Shared writing



- Guided writing
- Whole class modelled writing
- Independent writing
- Writing different text types and narrative styles
- Writing across a variety of curriculum areas
- Handwriting practice
- Planing, drafting, editing, ip-levelling and presenting
- Unpicking models
- Talk 4 writing Approaches
- Drama

Children are encouraged to deconstruct texts and identify key features for specific genres of writing. Teachers model the practising of these skills and children then apply them to their own writing. This ability to identify specific features we believe is a key skill across both reading and writing and will improve comprehension in children. We believe that all writing should have a strong purpose and children should be aware of their audience, therefore language and structure will be appropriate for the reader.

Writing lessons across all classes follow the Willow Tree Writing Pathway.



## Spelling

At Willow tree academy we believe that spelling is an essential skill that allows the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident spellers, they need to develop and use a range of spelling strategies. For this to be achieved, spelling is taught actively and explicitly with the understanding that the greatest impact on spelling is achieved when children are encouraged to use new spellings, and their associated rules, in their writing. Spelling is taught regularly in focused sessions within each class. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. Class teachers use the National Curriculum Appendix 1 to support the teaching of the different spelling rules and then children are given spelling words following the rules to learn at home.. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests. Support is provided, tailored to the specific



needs of the child or year group.

### **Grammar, Punctuation and Vocabulary**

Throughout the academy, grammar and punctuation are taught in every Literacy lesson, either as the focus of the lesson, or discretely as part of the writing process. At Willow Tree academy, we believe that introducing children to new grammar and punctuation concepts should be taught in the context of their learning, in line with their unit of work. Grammar, punctuation and vocabulary skills are taught explicitly during writing lessons and the children identify how authors have used them effectively during their reading lessons. Grammar and punctuation is planned and taught using the 2014 National curriculum year group expectations and children are expected to apply their knowledge in their writing.

### **Handwriting**

Handwriting is a taught skill and it is important that teachers put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation. Our aim is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style. As a school we use the achieving excellence in handwriting resources from Martin Harvey to teach handwriting.

### **Impact**

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught across all year groups, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2 children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards are improving and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers record and track each child's progress and use this to set future targets. They use a variety of formative assessment methods and constructive marking strategies. In addition to this, children also complete three pieces of independent writing per term, weekly spelling test and Rising Stars GAPS SPAG Assessment at the end of each term. Children's independent writing is assessed against the year group's writing assessment at the end of each piece and the findings of this monitoring will be used to inform next steps for the children to help inform planning.

Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include a range of formats: regular book looks, lesson observations, gathering evidence of good practice, checking planning, pupil voice interviews, looking at data and regular learning walks.

