

# Flimby Primary School – Writing

## **Intent**

### *How we have planned our writing curriculum*

Writing is a crucial part of our curriculum at Flimby Primary School. It is our aim to ensure that our pupils develop a love of writing, where they are able to use effective and appropriate vocabulary, which has an impact on the reader. We want them to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We strive for our pupils to develop independence, where they are able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We also intend to develop writers who are able to confidently use the essential skills of grammar, punctuation and spelling. At Flimby Primary School, we set high expectations for all pupils; to take pride in their work and have a fluent handwriting style, alongside allowing their imaginations to flourish. A secure basis in speaking, listening, reading and writing is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

## **Implementation**

### *How we teach our writing curriculum*

At Flimby Primary School children from Reception to Year 2 follow the RWInc Get Writing programme, which follows National Curriculum expectations.

From Year 3 to Year 6 we follow Jane Consodine's Write Stuff approach to teaching and learning the skills of writing. Each unit plan is based upon Sentence Stacking lessons which help to clearly and efficiently teach the National Curriculum requirements for writing.

This planning integrates the three zones of writing; The FANTASTICs (ideas), The Grammaristics (tools), The Boomtastics (techniques). The Write Stuff system and National Curriculum coverage is monitored through our Long Term Planning. The Writing Rainbow lenses are used within the plans to scaffold and guide the children with their writing choices. Children complete an independent writing activity based upon the genre of each unit plan. Each lesson follows the same Sentence Stacking/ Learning Chunks (3 per lesson) approach:

#### Initiate

Stimulus - teacher led - an engaging activity e.g. mini drama, powerful photograph, evocative music, analysing an illustration to provide a shared activity that provides a rich backdrop to generate language (e.g. photograph of storm).

An example - teacher led - teacher provides 2 or 3 examples of vocab required (e.g. treacherous / gloomy).

CHOT (chat and jot) - pupils in a paired talk situation generate spoken ideas and write them down on their thinking side. Pupils record effective vocabulary prior to writing. Use Shade 'O' Meters to build synonyms using 'Thesaurus Thinking'.

KCO - Kind calling out - sharing of ideas.

#### Model

Teacher demonstration writing - Modelled writing by the teacher using focused ideas, tools and techniques.

The model is on display in every writing lesson (and for every learning chunk).

#### Enable

Children write their own sentences by using The Writing Rainbow lenses effectively. They have a visual hook to guide their thinking, showcase vocabulary and construct sentences.

Pupils have a clear sense of which lenses they need to work on to improve their writing.

Pupils know how The Writing Rainbow provides a mental model for them to make writerly choices.

## **Impact**

### *The difference we aim to make for our children*

- Pupils will enjoy being authors and will write effectively across a range of genres, with a knowledge of how to engage the audience
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a good knowledge of how to self-assess the effectiveness of their writing and will proof-read and edit to improve
- Pupils will apply their knowledge of punctuation, spelling and grammar
- Pupils will have a wide vocabulary that they will be able to apply within their own writing
- Pupils will be able to apply their writing skills across the curriculum
- The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)
- Pupils will make good progress from their own personal starting points
- By the end of Year 6, pupils will be independent writers and will be well equipped for the rest of their education
- High standards of writing in other subjects are expected. Teachers provide varied opportunities across the curriculum to apply the writerly skills taught and to develop stamina. We expect the children to transfer and apply their writing skills, so that these final outcomes are high quality.
- Regular moderation both in school, through local cluster groups and within our MAT schools, ensures that our writing assessment is accurate.