



OVERFIELDS PRIMARY SCHOOL WRITING CURRICULUM STATEMENT

At Overfields Primary School, Writing is a crucial part of our curriculum. We intend for our pupils to leave our setting at Year 6, being independent, confident writers who have the skills to succeed in secondary school and beyond.

We follow the statutory requirements as set out in the National Curriculum and Early Years Foundation Stage. English lessons, using a variety of teaching styles with a cross-curricular approach, allow children to practise and put into context what they have been taught.

We know that our children come from a variety of different backgrounds, and will have many different aspirations and ambitions. Therefore, a high-quality education in English is vital to teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Planning for progress

Teachers at Overfields Primary use their long-term, medium term and daily planning to ensure that children are exposed to all genres and writing forms. Teachers use a quality text as a stimulus and carefully plan a series of lessons which develop children's understanding in an immersive and creative manner.

Our writing curriculum is intrinsically linked to all other areas of learning. By giving children these cross curricular opportunities, it creates purposeful writing and enables children to deepen learning and grow in confidence with any type of writing they encounter. Children at Overfields Primary school value and appreciate the central role writing plays within the wider curriculum.

All pupils will take part in daily writing in some form across the curriculum using the skills and knowledge acquired in literacy lessons.

Through Years 1-6, when starting a new genre of writing, teachers often share a high-quality example followed by a focused discussion, which helps children to understand the range of features used in different text types. Children often then complete a shared piece of work – with guidance and support from staff – before being asked to complete their own independent version. Once work is complete, children are asked to independently edit and improve their own work by proof reading and applying their knowledge of spelling, punctuation and grammar. Children are often given the opportunity to discuss their work with peers – offering suggestions and justifying reasons for their chosen vocabulary or punctuation. Once work is marked, children are given another opportunity to demonstrate their understanding by editing and answering feedback.

Grammar is taught as a specific subject and is then revisited and revised through all areas of the curriculum. Children are given weekly spellings – taken from the National Curriculum – and are tested accordingly. Spelling is taught as a discreet subject and is discussed across all areas of the curriculum. Regular opportunities are planned for children to demonstrate independent application of the spelling rules they are expected to learn in their year group.

Throughout school, teachers consistently model Standard English, accurate spelling, punctuation and grammar when communicating with children.

We have worked hard to create a language rich environment, we are fortunate enough to have a Speech and Language Unit on site, and staff can draw on the expertise here whenever they feel necessary.

The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned for all subjects and is recorded on a Vocabulary Tracker for each year group.

High expectations for all

In all classes, there are children of differing writing ability and attainment. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

There is no setting system for writing, as we believe every child has the right to equal exposure. Children are given open-ended tasks where they can demonstrate their skills and knowledge. Writing tasks vary in length and children are given opportunities to write for pleasure both at school and at home. Teachers engage children by choosing an appropriate stimulus which links to the topic being taught as well as children's interests.

Teachers clearly share learning objectives with children so that they know what to in order to be successful. Staff also provide differentiated resources where necessary and TA support is fluid in every classroom. Teaching assistants play an important role in teaching and learning and they are often used in first wave teaching where they provide support with subject specific vocabulary and essential knowledge before beginning a lesson.

Promoting Writing and Parental Involvement

At Overfields Primary, we understand that involving parents and carers in their child's learning is essential. We ask that parents support their child's writing from EYFS all the way through to Year 6. In EYFS and Year 1, parents are asked to support and encourage their child in order to consolidate their learning from each phase of Letters and Sounds. Through Years 2-6, children are given a set of spellings on which they are tested weekly. Parents are able to help by sounding out words, looking for synonyms and using root words to help children learn these.

Teachers may ask children to complete written work at home in the form of research or writing for pleasure. Children take great pride in sharing their home learning and time is made to ensure this is always celebrated. Classrooms have areas where children can access stimulating resources to take home and these are updated regularly.

We have found Marvellous Me and Twitter are the most effective ways to communicate with parents and so use this to celebrate children's success in writing. Children are often praised and positive messages are sent to parents through the use of social media. Children are given certificates when they demonstrate hard work and commitment to their writing, as well as when they receive their 'Pen License'.

All staff at Overfields Primary highlight the difference between spoken and written language and ensure children are confident in selecting the appropriate register.

Standards and Attainment

The standard of children's work, attainment and the quality of teaching in Writing are the responsibility of the class teacher, English subject Leader, Senior Leaders and the Head Teacher.

Once a term, teachers put their progress data onto our tracking system and this is analysed during a standards staff meeting where governors are invited to attend and engage in discussions with staff. These discussions highlight any children who need further support and the impact of this termly support.

Each term, teachers come together with IAT to moderate children's writing and to clarify expectations and standards for children at different levels of writing attainment. Teachers use the Writing assessment, which has been developed by, and for, the trust to ensure consistency across all schools.

Progression in knowledge and understanding is ensured through careful transfer of information during transition discussions.

During Parent's Evenings in October and March, teachers discuss children's progress in writing, create targets and share ways in which parents can help their child improve their writing skills. In July, parents receive their child's yearly report, which includes their child's current attainment level along with information regarding their writing experiences throughout the year. Teachers use a range of both formative and summative assessments including NFER assessments and past SAT papers following the Ironstone assessment timetable.

Ensuring high quality teaching and learning

All staff, including teaching assistants, have access to high quality and relevant professional development opportunities: in school, through inset training and through external providers. The school's English Lead and Senior Leadership Team work together to regularly monitor the quality of teaching and learning in lessons and in books.

English Leaders and the teachers within Ironstone Academy Trust work together to share practice, raise attainment of all children within the Multi-Academy Trust, moderate work and ensure consistency across the schools.

Learning environment

Due to the nature of planning and the cross-curricular approach to learning, every classroom has a vibrant display which links a book/topic directly to children's writing.

Each classroom has a working wall, which displays key vocabulary/concepts, and children can refer back to this throughout lessons. Through Year 1 to 6, Alan Peat sentence types are displayed in order to encourage children to draw on their prior learning and apply these independently to their writing.

The school hall boasts a display for 'Handwriting Heroes'. This showcases work by children who have demonstrated consistent cursive handwriting and have subsequently received their 'Golden Pencil' or 'Pen License'. This inspires other children to work hard on their letter formation and presentation.

At Overfields Primary, all staff incorporate a range of methods and strategies into their daily practice to ensure that children leave their primary education as confident and creative writers. We understand that the English skills they learn in their primary years will provide the stepping-stones for their Secondary education and their chosen career.

Miss Bass
English Subject Leader
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