

Askwith Primary School

Writing rationale

English is an integral part of education and society. A high-quality education in English teaches children the art of speaking and listening, how to write and communicate ideas coherently for different purposes and how to read fluently with good understanding. At Askwith Primary school, we adopt a determined approach when it comes to writing. We endeavour to ensure all children (this includes SEND, EAL, PP and vulnerable children) have fluency and automaticity in writing so that they can meet the expected standard in all aspects of English. Our writing curriculum is rooted in the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life, therefore addressing social disadvantage and injustice. All pupils have the cultural capital to be educated citizens. It provides an inter-disciplinary cross-curricular approach, which makes meaningful connections between subjects. These natural links enable pupils to develop creativity across the curriculum.

Our curriculum offer for English begins in Early Years.

'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances' (*EYFS Statutory Framework, 2021*).

Across all year groups, our children will produce many different genres and forms of writing including:

'... well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters' (*The National Curriculum, 2014*).

Teaching of writing including early writing

English writing comprises of **transcription** and **composition**.

- **Transcription:**

At Askwith Primary School, writing starts in Early Years. The teaching of transcription is emphasised more in Early Years and KS1 with daily phonics, handwriting and spelling sessions. Fine motor skills are prioritised in Nursery and focus sessions are led daily by an adult. These sessions include tasks that require the use of tweezers, scissors and other fine motor manipulatives. This is key to ensuring that all children have the appropriate strength and coordination to be able to develop their early writing skills. In Reception, letter formation is introduced as part of our SSP, Phonics Bug. Daily phonics includes the formation of the grapheme. Focus handwriting sessions are led by an adult daily in addition to this; starting with pre-handwriting skills (*Write from the Start*) and progressing into letter formation following letter families. The correct posture and pencil grip is explicitly taught at this stage. Spellings of irregular words and decodable words are taught in alignment with Phonics

Bug. Children are expected to use a variety of mediums e.g. whiteboards, magnetic letters, pencils, to spell words. Deliberate practice of fine motor skills and spelling are planned into continuous and enhanced provision. Daily phonics in year 1 and 2 continue to teach the formation of graphemes as new graphemes are introduced.

Similarly to Early Years, KS1 have daily handwriting sessions that reinforce the formation of the grapheme aligned to their phonics sessions. Handwriting is also practised at the start of every writing session. Spellings of irregular words and decodable words are taught in alignment with Phonics Bug. In addition to this, when appropriate, daily spelling lessons give opportunities to recall and deliberately practise the spelling of words from Phonics Bug as well as other statutory spelling rules for years 1 and 2.

In Early Years, dictation is used to ensure that the words/phrases/sentences that are being constructed are planned by the teacher to ensure deliberate practice of irregular words and the formation and spelling of sounds that are aligned to their phonics progression. Following the novice to expert continuum, dictation continues into year 1. This can be dictation led by the teacher or dictation led by peers (using pre-written sentences). As year 2 children move into phase 6 and in order to maintain appropriate challenge, they will begin to orally compose and write sentences independently. Dictation continues to be used throughout the school when new concepts are introduced and when appropriate.

In KS2, daily handwriting and spelling lessons continue. Similarly, to KS1, handwriting is practised at the start of every writing session. Spelling lessons are daily and focus each week on sets of spellings derived from the National Curriculum. In all spelling lessons, we follow the 'revisit/recap, teach, practise/apply' format that is similar to Phonics Bug phonics sessions. Two words from the previous half term are revisited each day. New words/spelling patterns are taught including references to phonology, graphology, orthography and morphology (and etymology where relevant). When practising/applying, children are expected to use spelling strategies, such as pyramid words and colour coding. Dictation is also used as a tool to aid deliberate practice. Weekly spelling tests take place as another tool for deliberate practice, but these tests are low-stake quizzes.

- **Composition:**

When teaching composition (grammar, punctuation, structure, language and specific genres), we follow the structure below in all classes. This structure has been informed by the English Hub and 'The Three C's' approach. 'The Three C's' approach is a three-part teaching process that builds up to a final piece of writing. The three parts are categorised as collect, connect and create. Adopting this approach to writing ensures consistency across the school and ensures opportunities for reading, exploration of vocabulary, dictation and oral rehearsal and drama, drafting and editing.

We teach knowledge of structure, grammar and language in the autumn term, using known texts. This includes addressing gaps in connected knowledge. In KS1, these texts are a selection of traditional tales that build on their knowledge of oral composition of traditional tales from Early Years. In KS2, these known texts are recommended read texts and class

stories. These known texts are used as stimuli for the application of these features in writing. By spring term, fiction, non-fiction and poetry genres are introduced and all knowledge of structure, grammar and language is embedded through the teaching of these genres. Non-fiction genres are applied in purposeful areas of the wider curriculum once taught in writing lessons. The progression of genres allows for a build-up of essential knowledge regarding a range of genres of writing (narrative, informative, persuasive and poetic) and their specific features (see progression of genres document).

Knowledge in writing

In writing, knowledge refers to the understanding and application of transcription (phonics, spelling and grammatical, structural and linguistic features). At Askwith Primary school, our planning and teaching builds on children's knowledge. This allows opportunity for deliberate practice, e.g. use of grammatical, structural and linguistic features in writing.

Substantive knowledge is the 'know what' knowledge (declarative) and 'know how' knowledge (procedural knowledge). For example, knowing what the sound is and what the process of sounding out is, is the declarative knowledge. Being able to sound out a word is the procedural knowledge. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the LTM.

Disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to 'write with the ear'; to hear what it would sound like to read and make choices based on effectiveness and coherence. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

SMSC in English

Spiritual, moral, social and cultural education in English is driven by the choice of literature our children are exposed to. The books chosen for class story, an integral part of our daily diet of reading, are books from our Global Theme text list and books from our 'Four Rs' text list. These books have been carefully chosen to expose all pupils to different cultures, traditions, religious beliefs, moral issues, societies and communities. During this time, important issues are explored and discussed in a safe and nurturing environment.

Enhancements in Writing

At Askwith Primary School, we have a carefully planned rolling programme of enhancements to ensure that all year groups are exposed to a wide range of opportunities that enhance children's knowledge and cultural capital in all subjects. For example, every year we ensure that the children experience a visit from an author or poet.

Writing Improvement Priorities 2024-2025

Intent	Implementation
Develop repertoire of texts used for teaching writing	<ul style="list-style-type: none">• Research evidence-based best practice of texts used in writing - best age-related texts that exemplify specific structural, linguistic and language features as well as specific genres• Create an evaluative tool that can be used to measure the literary merit and quality of texts/books• Review and amend approaches to teaching and planning documents: 'Teaching of Writing at Askwith Primary School' document and essential knowledge overviews of genres (where applicable)• All teachers agree new/amended approaches including changes to planning documents• All teachers agree consistency in approaches• Update writing rationale• Create inventory of texts/books in school for each year• Purchase any new texts/books required• Train all TAs on changes to writing curriculum (how texts are chosen and used)• EN and JF monitor consistent implementation of changes across school

Reviewed September 2024