

## Writing at Southover School

English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening.

### Intent

At Southover, we want all pupils to be able to confidently communicate their knowledge, ideas and emotions through their writing.

We believe that an interest and enjoyment in reading impacts on the progress and quality of children's writing so high quality texts are at the core of our English lessons. By providing children with a broad range of text types and genres, this will allow them to become confident, enthusiastic writers who can express themselves in a variety of different styles. We aim for children to leave Southover with a secure understanding of how to adapt writing for certain purposes by using specific writing tools which are taught to them through the talk for writing process.

We want all children to take pride in their writing; we provide opportunities for writing to be shared regularly (verbally in the classroom and through helicopter stories in EYFS, through assemblies and on display) and set high expectations for presentation. At Southover, we build on prior learning and encourage children to build on their experiences and be adventurous with their language. Pupils will acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. Writing opportunities are encouraged in a wide range of curriculum subjects, particularly Topic and Science, where children can apply the skills that they have learnt and present their writing in different ways.

We intend to create writers who enjoy writing for a range of purposes and that are able to re-read, edit and improve their own writing.

### Disabilities & Equalities Statement

All children are given full access to the National Curriculum/EYFS Statutory Framework. Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability. Southover is committed to promoting equality. When planning and teaching writing, staff will make reasonable adjustments to promote equality of opportunity. Adaptations can be made to meet a child's special need.

### Implementation

To develop confident writers, at Southover, we teach English as whole class lessons, so that all children have access to the age related skills and knowledge contained in the National Curriculum. Support and scaffolds are provided for those children who require it.

Phonics is a priority in EYFS and opportunities are provided early in the academic year for children to write freely and experiment with using writing materials.

As a whole school, we follow the 'Talk for Writing' process within English writing lessons; choosing a text that is suitable for the class and using this as a model for

writing. In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often cross curricular and linked to our class topics. This provides our children with regular opportunities to write for a range of purposes and audiences. Where appropriate, children learn the text verbally and create a class story map; this is particularly effective in EYFS and KS1 as it provides them with a secure understanding of the structure of a text and encourages them to verbally retell as many stories as possible. Helicopter stories are used in EYFS which allows the children to perform stories for their classmates; the use of drama across the school encourages children to perform confidently and think carefully about their language choices and acting in role as a character.

Effects used in the model text (such as building suspense) are taught alongside the grammar terminology (using simple sentences) to ensure children understand the purpose of grammatical features. This is taught within the English lessons (some independent grammar lessons are also taught in KS2). Teachers regularly refer to vocabulary by building banks of words to use; doing a word of the week/day; learning new vocabulary in whole class reading lessons and modelling careful vocabulary choices in their modelled writing. As most genres of writing should be familiar to children by the time they reach upper KS2, the teaching should focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

To create confident spellers, spelling lessons are taught following the No Nonsense Scheme in line with the Twinkl and Grammarsaurus resources. Lessons are 2-3 times a week with a weekly spelling test. In EYFS and KS1, phonics is taught daily and children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps.

To ensure that progress is made throughout the year, teachers set individual writing targets for children in their classes using Target Tracker or the T4W mantras to help with continuous assessment. Writing interventions may take place led by a teaching assistant or teacher to provide support for those children who aren't at the age related expectations. Children are supported through scaffolding in lessons and the use of technology.

### Impact

Pupils will make good progress from their own personal starting points. Most importantly, our pupils will develop a love of writing and will be well equipped for the rest of their education. By the end of Year Six, they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Children will be creative with their vocabulary choices and will be able to independently show a solid understanding of different genres and how to adapt their writing to audience and purpose. The impact on our children is clear: progress, transferrable skills and confidence in their own abilities. We intend for our pupils, as they reach the end of their time at Southover, to see themselves as true authors taking on the role of writer and editor.

We hope that as children move on from Southover to further their education and learning, that their creativity and passion for English continues to grow and develop.