

Writing

Leadership Personnel

- Subject Leader Mrs Gregory

Assessment

Summative:

EYFS – teacher assessments are made termly, informed by phonic assessments and evidence in books against the ages and stages and EYFS exemplification.

Y1-6 – Teacher assessments made are informed by work completed over the half term. End of half term judgements are based on end of unit pieces and distance from learning tasks each half-term. Exemplification materials help to support judgements in each year group.

Pupils are assessed against their current end of year group objectives.

Formative:

Continual assessment during group/whole class writing tasks in literacy and across the curriculum.

Parental engagement

Writing attainment is reported to parents via written reports.

Parents are invited into school on half termly basis to share with their child writing completed in their books.

Monitoring & Reporting Standards

Teachers enter termly assessment scores onto trackers.

The subject leader monitors recorded work, talks to pupils and samples lessons as well as scrutinising data to support development within the subject area.

The Headteacher holds termly pupil progress meetings, during which writing is discussed.

Writing



Teaching Approaches

Writing follows the process of: reading, analysing and writing linked to projects. When teaching the writing phase, the teacher will utilise: model, shared, scaffold and guided writing approaches to focus on specific skills linked to year group objectives. Working walls are used as a vehicle to exemplify vocabulary links, genre checklists and examples of effective writing by children and the teacher including self editing

Curriculum Design & Organisation

Our ultimate aim is for our children to become proficient writers who can apply their knowledge and skill and understanding across the curriculum employing the correct: sentence structures, spellings, handwriting and composition and effect to engage their reader.

We teach daily English lessons which are entwined within the project so writing is given a real purpose and audience. Weekly lessons include a focus on grammar skills and follow the process of reading, analysing and writing so that children are immersed in a text type and therefore proficient with the skills to write independent pieces in other areas of the curriculum.

Resources

Writing- pathways to write

Handwriting- pen pals

Spelling- pathways to spell
purposeful writing tasks.

Planning

Writing is planned using a standard proforma