
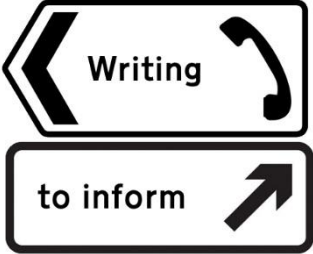




At Willington Primary School we know that writing underpins all curriculum areas and is an essential skill for children. When children enter our school, we promote a love of writing and provide as many opportunities for children to become independent writers. We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a neat, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Children write for four different purposes:

<p>To entertain Years 1 – 6</p>	<p>To inform Years 1 – 6</p>	<p>To persuade Years 3 – 6</p>	<p>To discuss Years 5 – 6</p>
 <p>Writing to entertain</p>			

What writing looks like at WPS:

Hook



Children are provided with a 'hook' which links to the class text e.g. drama activity, video, object, letter, photograph or experience.

Feature Spotting

A **model text** is shared and the features of the text types are unpicked.



Pre-writing activities

Grammar / sentence structure needed for the text type is taught.



Planning

Ideas are gathered and organised.



Modelled Write

The teacher models a sentence / paragraph, showcasing the writer's brain.



Shared Write

A sentence / paragraph is generated as class.



Independent Write

Children are given the opportunity to write independently.



Editing & Revising

Children make changes in light of feedback and self-evaluation.



Sharing / Publishing

Children share / present / read their writing for others to enjoy.



At Willington Primary School, the teaching of writing within the English curriculum has been carefully considered to enable our pupils to become confident and creative writers. Writing units take place over three weeks and are based on the class text. A progressive skills document details objectives for each year group which are sequenced to ensure pupils secure the acquired skills and knowledge to further their education journey into Key Stage 3 and beyond.



Our School Values:

At Willington, we 'REACH' to be the best that we can be! We show:

Respect

Empathy

Aspiration

Collaboration

Honesty

Assessment

Writing is assessed **every three weeks** using assessment grids which have been carefully written for each year group.

Writing is **moderated** within school and across the cluster schools to ensure accurate teacher assessment.

Time in the lesson is given for children to **respond to feedback** and for the teacher to address any misconceptions / common errors from the previous lesson.

The use of discussion during the lesson monitors learning and is used for **Assessment for Learning (AfL)**.

Monitoring is completed by the English Leader / SLT to assess the learning completed and to ensure the sequencing of learning.

SEND

Teaching literacy can be particularly challenging with the neural, auditory, articulatory, visual and motor skills children with SEND can have. We know that early demoralisation in the classroom can have a lifelong impact, so the pressure is on – children with SEND must be set up with the fair challenge, but also chance to learn, thrive and develop a lifelong love for writing as this will allow our children to access all elements of the curriculum and, in turn, improve their quality of life. We support children with SEND in a variety of ways:

- **Individual resources:** writing frames, word banks, sitting supports, pencil grips, timers, now and next boards, visual timetables, quiet spaces, ear defenders.
- All of our classroom **environments are calm and neutral**. Working walls are designed to support learners with key information (e.g. vocabulary, modelled examples) and are referred to in lessons.
- **Adaptive teaching strategies** provide different levels of support, using different resources or adjusting the pace of instruction.
 - **Quality first teaching strategies** are used to support all learners.