



Sutton Park Primary School

Writing Rationale

Intent:

At Sutton Park Primary School, we believe that writing is an integral part of education and success in society. We aim to provide a high-quality writing curriculum that teaches children how to speak and listen effectively (Using our strong emphasis on developing oracy across school) and to write and communicate ideas effectively for a variety of audiences. This will help to fully prepare our pupils for the next step of their learning journey. We are determined that every child will learn to write with fluency and automaticity which enables them to flourish in all aspects of the school curriculum.

At Sutton Park Primary School, our children:

- Learn to form the letters of the alphabet accurately in EYFS, developing fluency in Year 1. In year 2 and beyond children learn cursive writing in order to write with speed and consistency with an explicit handwriting book used to practice this key skill.
- Learn to structure sentences correctly, learning a range of grammatical conventions as stated in the National Curriculum.
- Become accurate spellers by developing the phonic knowledge learnt in EYFS and KS1 and learning spelling rules and conventions in KS2. No Nonsense spelling enables the children to practice these key skills.
- Apply their handwriting, grammatical and spelling knowledge to write creatively for a range of different audiences and purposes. No Nonsense Grammar and the SPAG toolkit found in each classroom supports this application.

Implementation:

Writing in EYFS is taught using the Read, Write Inc. phonics scheme. The scheme includes both a reading and a writing focus. Further details can be found in the Reading and phonics policy.

From Years 1-6, English is taught via a learning journey of a 'cold' to 'hot' task. A range of high-quality texts - which link to our wider curriculum- are used to inspire children to write creatively in a variety of genres. Children are taught to write for audience and purpose. Their work is shared and celebrated in a variety of ways.

Children are also taught to apply their writing skills in other curriculum areas such as: answering key learning questions in History, Geography and RE; evaluating their work in DT and Art and reporting their findings and conclusions in science.

Substantive and disciplinary 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 spelling and handwriting.

Disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of audiences and 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 audiences would and to make choices based on effectiveness and coherence. This teaches children to think critically and creatively and to apply substantive knowledge skills.

From year 1, children are encouraged to begin to edit their writing. Pupils respond to areas highlighted in orange by their class teacher and respond in an appropriate way. This response is then highlighted in yellow to make a pupils edited work clear from the first draft. Editing work is taught gradually across the school, with an increasing level of independence sought.

Assessment:

Tracking children's progress throughout their school life is vital in order to measure their acquisition of knowledge and the impact of teaching. At Sutton Park Primary, learning always starts with the children's prior knowledge and any misconceptions they may have. Teachers use formative knowledge and a 'cold task' writing task to identify any misconceptions that arise and adapt their hump planning in order to address these effectively. A cold task analysis is created after each cold task write, and the shapes the pupils' learning journey. Through independent writing, children can demonstrate connected knowledge held in their long-term memory.

Hot Task writing and incidental writes are used to form a teacher's termly assessment and this is monitored by the Writing leader.

Inclusion:

At Sutton Park Primary School, writing sessions are designed to be accessible for children of all abilities and backgrounds. Adaptations will be made to curriculum, equipment (including SEN specific lap-tops for targeted pupils) and to resources to allow all pupils with SEND to write to the best of their ability. This also includes children who are academically more able. Provision is also made for children with EAL. This provision is monitored closely by the Writing leader in accordance with the SENDCo, SLT and Governors.