



# Writing at St Wilfrid's CE Primary School

## Pedagogical Approach and Strategies

- Writing Assessment Targets used in each year group, working towards end of KS2 SATs
- Minimum of 4-5 hours of writing lessons per week
- Focus Group interventions
- SEND support groups
- Writing links within year group topics
- Range of teaching styles used to enhance writing – Talk for Writing, Alan Peat sentences, drama, hooks, work with an intended outcome
- Teacher/Pupil writing conferences – ‘Time to Achieve’ – used for focused feedback
- Handwriting, spelling and grammar taught as part of writing sequence as well as weekly timetabled lessons
- LO and targets used for every piece of writing to make sure learning isn’t capped and children understand next steps
- Focused writing intervention sessions
- Children given time to achieve in writing with opportunities to finish, edit and present their work
- Focus on improving reading comprehension and how it becomes possible through acquiring and deepening vocabulary.

## Environment

- Creative, engaging and immersive classrooms which link with the writing topic
- Active working walls and washing lines appropriate to current text type
- A range of children’s writing displayed in every classroom
- Instant access to whiteboards and pens, dictionaries and thesauruses
- Take Care writing is displayed around school
- Teachers create an atmosphere that encourages a love of writing
- Word rich environments – vocabulary/ language displayed around classrooms and shared learning spaces
- Children’s achievements celebrated – Golden Box Worships, Gallery of Excellence

## Interventions and Provision for Vulnerable Groups

- Themed weeks
- Tailored whole year group interventions as appropriate
- Focus Group sessions where needed, including handwriting interventions
- LO targets with extension challenges to ensure learning isn’t capped
- Individualised spellings and groups tailored to learning gaps
- Literacy Volunteers work with vulnerable groups
- Phonics focused interventions
- Precision Teaching

## Phonics

- Daily phonics across KS1 and Foundation Stage
- Letters and Sounds, Jolly Phonics and Phonics Play planning to deliver sessions
- Regular practical, hands on experiences to deepen pupils’ learning
- Spelling Play planning and resources used to teach spelling patterns and rules in Year 2
- Development of spelling rules as outlined in the National Curriculum

## Language

- Knowledge of language, which includes linguistic knowledge like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language, reading and writing
- Reciprocal reading used to enhance children’s understanding of words and how to structure sentences
- New words drawn out through topic work and class books
- Language rich environments
- Key words/ word banks accessible to all
- Shared and Guided reading used to develop use of complex language
- Class worships and school performance give children opportunity to rehearse, memorise and perform a range of types of writing

## Assessment

- Termly GPS summative assessment tests for each year group
- Writing Assessment Targets used
- Statutory teacher assessment frameworks in Year 2 and Year 6
- Learning walks, moderations (including between the MAT), observations
- Ongoing teacher assessments
- Yearly governor visit to monitor teaching of writing and talk with the children
- Weekly spelling homework and tests
- Termly OTrack data input
- Conferencing – ‘Time to Achieve’ at least termly
- Marking at the point of delivery where possible – if not, comments used to forward learning and self-esteem

## Staff CPD and Induction

- Termly staff meetings to disseminate training and share best practice
- English lead attends Writing Networks and feeds back to staff
- CPD courses throughout the year, as required and relevant
- Shared PPA in KS2, used to feedback and set new learning
- Close partnerships with other schools in Family of Schools to develop practice and provision
- Writing moderation across the Family and Diocese, including networking
- LA moderation for Foundation, Year 2 and 6
- Learning walks and book looks to highlight areas for development and share good practice

## Writing Community

- Spelling homework given weekly
- Reading homework and challenges used to enhance children’s understanding of how to structure writing
- Termly enrichment opportunities widen children’s understanding e.g. trips, residential, specialised practitioners in school
- Writing shared and celebrated in Gold Book assemblies with parents, staff and children
- Every child performs in at least class worship, Christmas production and summer productions
- Teaching debating, researching skills, through democracy provides exposure to different language and writing sources
- Children make formal requests in writing – applications to be leaders, Christian Value nominations
- Literacy volunteers and parent/ family volunteers in school listening to readers and sharing expertise

## Timetabling

- Weekly writing lessons
- Weekly intervention groups
- Weekly Foundation subject lessons which link with writing objectives
- Focus Group interventions
- Single year groups to target writing curriculum
- Weekly Handwriting and Grammar sessions following Letter Join.
- Weekly vocabulary immersion through quality reading texts.
- Daily phonics.