**WRITING**

**Intent**

At Sennen School, writing is at the heart of our curriculum. All children from Foundation Stage to Year 6 benefit from using real life experiences and high quality texts to inspire their writing. Our intention is for pupils to be confident, coherent, creative writers who love to write for a variety of purposes and across a range of genres.

We believe reading and writing are intrinsically linked and we combine the skills wherever possible. As well as having a wide vocabulary, we want the children to have a solid understanding of grammar and to be able to spell new words effectively by applying the spelling knowledge that they gain through their time with us. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

We place a strong emphasis on:

* Ensuring high quality pieces are modelled and created collaboratively.
* Actively learning ambitious and appropriate vocabulary which is genre specific.
* Writing for audiences to create a sense of purpose.
* Self and buddy checking work to support the editing process with a focus on spelling and vocabulary.
* Having the opportunity to refine, edit and publish writing.

**Implementation**

Throughout their time at Sennen, children develop their skills by exploring a whole range of different genres which is the focus of two to three weeks of study. The starting point for most units will be a model text in which pupils can identify the key structures that may be used within a particular piece and will form the success criteria. Key writing techniques and a sophisticated bank of vocabulary are then explored to ensure pupils develop a strong understanding of these in isolation before creating an extended piece of writing that aims to include them. In order to provide a context for writing, along with wider opportunities to write across the curriculum, writing is linked to and driven by the general class topic. Visual literacy, through the use of film clips (e.g. Literacy Shed), may also be used to spark imagination and ignite a love of writing.

Early writing is taught as an integral part of Phonics which follows Letters and Sounds in EYFS and into Year 1. Magnetic letters are used initially to support EYFS before transitioning into the development of scribing. Pencil control is developed daily in the early years, moving onto letter formation. Writing activities in the early years are topic led and linked to high quality texts as well as real life experiences. Caption writing in EYFS is built upon gradually, and by Year 1 the children are writing daily within their English lessons.

Spellings are taught using Spelling Planet from Year 2. It places a high emphasis on building on phonic awareness (which is a strength) and develops morphology and etymology so that children learn spelling skills for life.

Grammar that can be linked to a particular genre is taught within a unit but may be taught discretely when appropriate to do so. Teachers use progression documents to ensure pupils continue to build on previous learning.

In order to support blended learning, the use of technology to develop research skills, use online dictionaries & thesauruses are being sought. As technology provision improves, we will seek opportunities to develop typing skills also. However, handwriting remains a focus for key year groups.

Teachers use Target Tracker to assess writing and inform future learning as well as individual writing targets. Teachers in Years 2 & 6 also use Babcock moderation materials to support accurate judgements.

**Impact**

The Writing curriculum is evaluated through

The quality of writing in English is monitored through regular book scrutinies, observations and pupil conferencing undertaken by the subject lead and the head. There are also many opportunities for the whole teaching team to take part in ‘book looks’ in order to evaluate teaching opportunities and share good practice.

Children’s progress is tracked regularly using Target tracker & Babcock moderation materials. Teachers have regular opportunities to take part in external moderation exercises within TPAT to ensure that judgements are accurate. Assessments form the basis of termly pupil progress meetings with the head to evaluate provision for children who require intervention or highlighting as a focus group.

**Performance data**

**EYFS**

2019 All pupils ELG 73% National (74%)

Disadvantaged ELG 100%

**KS1**

2018 All pupils school 50% National (70%)

 Disadvantaged school 40 %

2019 All pupils school 75% National (69%)

Disadvantaged school 75%

**KS2**

 2018 All pupils school 80% National (78%)

 Disadvantaged school 60%

2019 All pupils school 77% National (78%)

Disadvantaged school 33%

**Greater Depth**

2018 All pupils school 33% National (20%)

 Disadvantaged school 80%

2019 All pupils school 8% National (20%)

Disadvantaged school 33%

Through the delivery of our writing curriculum children will:

* Write with confidence, clarity and imagination
* Understand and apply their knowledge of phonics, grammar and spelling accurately
* Understand how to write for a range of purposes and audience, in a range of genres (including fiction, nonfiction and poetry), using the appropriate style, structure and features
* Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria
* Develop a technical vocabulary through which to understand and discuss their writing
* Develop their imagination, creativity, expressive language and critical awareness