

Writing at Stanley Grove Primary Academy



At Stanley Grove Primary Academy we provide a curriculum that has been designed for our community. Our carefully selected drivers shape the curriculum, bring about the aims and values of the school, and respond to the particular needs of our pupils: **Communication**: we listen, express ourselves, collaborate and perform with confidence; **Exploration**: we are curious to dig deeper, make links and have new experiences; **Creativity**: we are reflective and use our imaginations to problem solve and create something new of value. Blending knowledge and skills, our curriculum is rich in language and vocabulary, and learning is supported through enriching experiences.

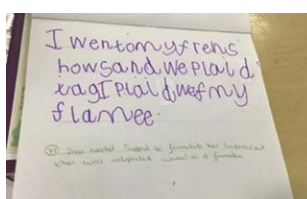
As a **Gold UNICEF Rights Respecting** and **Nurture UK** school, we promote children's rights, nurture principles and the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of others.

Why we teach writing

At Stanley Grove we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; writing is key for this. We aim to ensure all our children develop a genuine love of language and the written word, through a text-based approach. EYFS choose high quality texts and promote writing in provision with a focus on writing for a purpose. Year 1-6 follow the 'Pathways to Write' scheme of learning, 'Rising Stars Spelling' scheme and the 'Penpals' handwriting scheme.

Why we have chosen Pathways to write:

- The scheme has a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach.
- The units are linked to high-quality texts to ensure engaging and purposeful English lessons.
- Within each unit, there are new age-related skills for children to work on and master through a variety of activities and writing opportunities.
- The scheme provides challenges for greater depth writers.
- There is full coverage of grammar and punctuation for each year group.
- Additional texts complement our reading curriculum.



What writing looks like at Stanley Grove

Implementing Pathways to Write has provided consistency in the teaching of writing at Stanley Grove. It ensures children are accessing high quality engaging texts which the children enjoy. The scheme promotes and develops a rich and varied vocabulary which is evident throughout children's work.

Monitoring of books, teaching and pupil voice help to: create a detailed picture of how writing is being delivered throughout the school; assess the attainment of pupils.

Our school has an English-rich environment and every classroom reflects this through working walls and English resources that support independent learning.

Quotes from children:

"The books we use teach us a lot about a subject, which means we always have lots to write about." **Momina Year 4**

"I love drawing club. We write a secret password and it brings our drawings to life." **Habiba**

How we teach writing

In EYFS communication and language is a key part of our writing curriculum. Both indoor and outdoor provision is used to motivate children's mark-making and writing. The continuous provision is designed to promote writing for a purpose e.g. writing lists in the home corner, labelling creations, posters, postcards etc. Children use their phoneme knowledge and the skill of segmenting to write words in ways that match their spoken sounds. They also learn to spell and write some irregular common words. Children begin by writing words, sometimes as lists and labels, they then write phrases and eventually write simple sentences which can be read and understood by themselves and others. In Reception every child has a writing book and children begin their writing journey when they are considered to be developmentally ready. Reception also run a drawing club in which children are encouraged to write about and label their creations.

In KS1 and KS2 we teach writing using a text-based approach. The texts are chosen to engage, inspire and motivate writing. Each unit begins with a gateway task to identify gaps and inform the next steps in teaching. Objectives remain the same throughout the half term (the mastery approach). Shared and guided teaching allow children to orally rehearse the language they need for a particular piece of writing and then write their own version with confidence and imagination. Children are taught punctuation and grammar skills, appropriate to their year group, within each unit. Editing and proofreading opportunities are regularly built into lessons to ensure that children have a chance to pinpoint their mistakes and learn from them quickly. The 'Rising Stars Spelling' long-term plan is followed consistently in KS1 and 2, ensuring complete content coverage across all year groups.

The 'Penpals' handwriting programme is followed throughout school and ensures a coherent whole-school approach to driving up handwriting standards. Good handwriting remains fundamental to our children's educational achievement and the 'Penpals' programme supports us in teaching the children to develop fast, fluent, legible handwriting. It also follows the guidelines within the EYFS National Framework.

Communication

Exploration

Creativity