

Regents Park Community Primary School

Writing Subject Overview



DfE Statement:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to *promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.*

The programmes of study for **writing** at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils’ competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

In the EYFS Statutory Educational Programme it states: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. **Writing** involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Intent: What we want to achieve

At Regents Park Community Primary School, we believe that writing, reading and communication are key life skills and we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is part of the essential knowledge that is needed to become lifelong learners. English is at the heart of all children’s learning and it enables children both to communicate with others effectively for a variety of purposes and to examine their own and others’ experiences, feelings and ideas. English is fundamental to learning across the whole curriculum, developing children’s ability to listen, speak, read and write for a wide range of purposes.

At Regents Park we value a rich link between all aspects of English: writing, reading, spoken language, spelling, grammar and punctuation and understand and promote the teaching of them together. We believe that it is very important to develop links between all aspects of English and wherever possible teach them as one.

The purpose of our writing curriculum in school is to encourage our children to:

- be effective, skilled communicators and good listeners when communicating with both adults and peers through speaking and listening in a variety of contexts and situations
- ask a range of insightful and thought provoking questions to strengthen their understanding and foster their curiosity;
- use standard English to communicate and take an active role in ‘discussions, presentations, performances, role play, improvisations and debates’ (National Curriculum 2014)
- develop a keen interest in words, their meanings and origins, and to develop a growing vocabulary in both spoken and written form
- have a secure understanding of the purpose of a text type, the purpose and intended impact of writing skills/tools and the ability to carefully select vocabulary with focus on the desired effect on the readers’ thoughts and feelings so that the impact of their writing is positive.
- write clearly, accurately, coherently and creatively adapting their language and style for a range of contexts, purposes and audiences
- use accurate grammar, punctuation and spelling
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- produce well-presented written work that has been planned, drafted and edited
- See themselves as writers
- See writing as an enjoyable process and to write for pleasure
- have high expectations of themselves where they take pride in all aspects of their writing and in everything they produce
- be able to transfer their skills and knowledge of writing to other aspects of the curriculum through our CCL

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We want to develop a writing culture across school so all children have the skills needed to be able to write. We want to celebrate writing through displays and publications.

Implementation: How will we do this

We use a consistent approach in the planning and teaching of writing at Regents Park Community Primary School from EYFS to Year 6. We have a text-based approach to our writing using high quality literature (fiction, non-fiction and poetry) which forms part of our Reading and Writing Spine. The texts used in school reflect the topics we are teaching across curriculum areas as well as introducing children to new texts which reflect our diverse society. Through our chosen texts, we want to engage, inspire and motivate the children with their writing and develop a rich vocabulary. Each year group has a yearly overview of the writing purposes, both narrative and non-fiction, including the coverage of the key genres which are taught across school. We teach our children the elements of writing through discrete teaching sequences and cross-curricular links.

At the heart of our writing curriculum is to **write for a purpose and audience**. We want our children to be enthused by writing so they develop the drive and motivation to produce well-written, detailed writing that is well-thought out, meaningful, engaging and interesting and impacts on the reader. We ensure children are taught the structures of English – grammar, punctuation and spelling through our teaching sequences. Our **writing cycle** follows a **4 stage cycle: Stage 1 – hook; Stage 2 – Explore; Stage 3 – Develop and Stage 4 Write**. As part of our writing process, we use the EEF guidance in Stage 4.

The teaching of writing is supported by our Writing Knowledge Skills Ladders for each year group, which outline the key skills in Punctuation, Vocabulary & Grammar, Writing Composition (including audience and purpose, planning, writing, editing, performing) and Handwriting. These are the skills children need in order to become confident and successful writers. Teachers use these sequenced progression grids when planning and teaching writing, which are built upon year by year to impact learning and help deepen understanding of writing. Teachers will only focus on 3 or 4 skills at any one time when planning. Where there are deemed to be gaps in children’s understanding, the progression sheets are used from previous years to provide personalised learning.

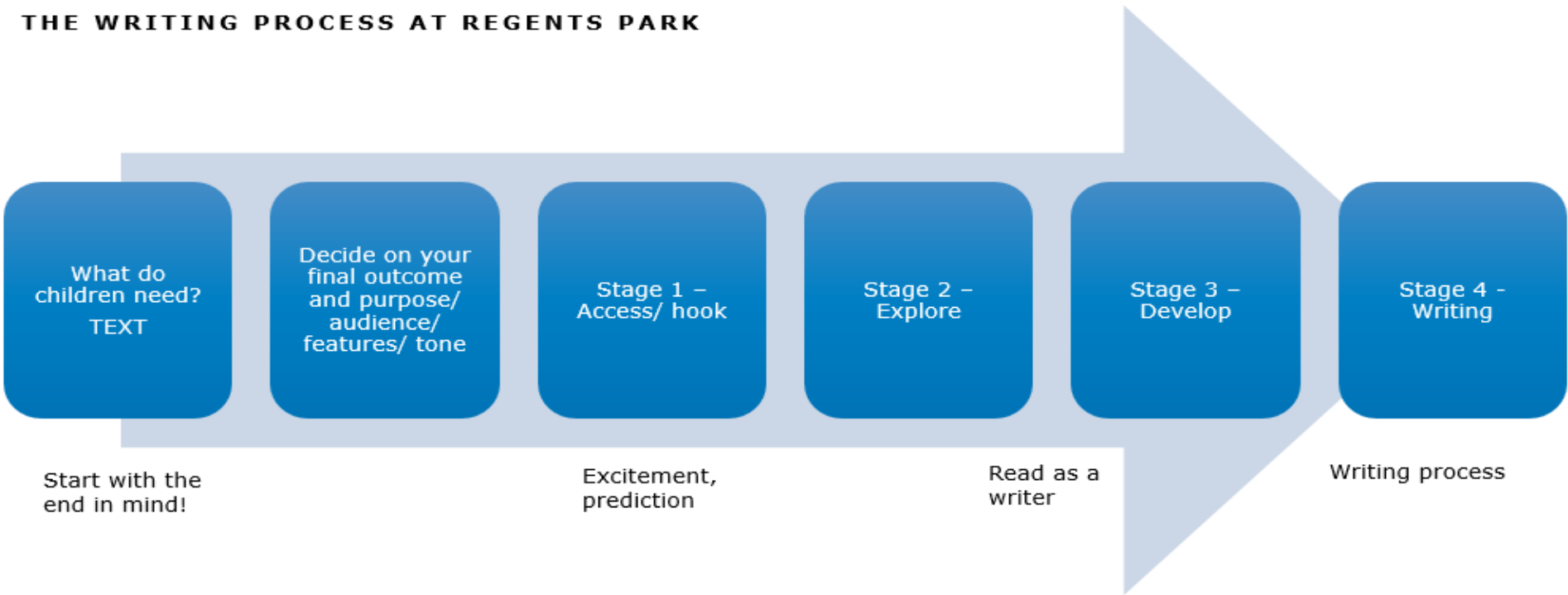
Alongside this, teachers use the Genre Progression Map document (features of each type of writing) to plan writing based on different genres. This document shows the features of each type of writing. The broad genres covered in this document are:

- Narrative texts
- Explanation texts
- Persuasion texts
- Discussion texts
- Non-chronological reports
- Instructions
- Recounts
- Poetry

A wide range of text types (e.g. letters, leaflets, newspaper reports, diary entries) fit within each of these 7 genres which are selected based on the audience and purpose for writing and the wider genre being covered.

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THE WRITING PROCESS AT REGENTS PARK



- What is our text?
- Where are our children? What do they need experience of? Where are their gaps? Where do they need practice?
- **What writing outcome will allow us to build in the experiences they need?**
- **Purpose:** why are they writing?
- **Audience:** who are they writing for?
- **Form:** What form will get the message across best – in terms of audience and purpose? Email? Poster? Story?
- **Features:** what are the main features I want them to focus on? What shouldn’t be included?
- **Tone:** how do we want our writing to sound?

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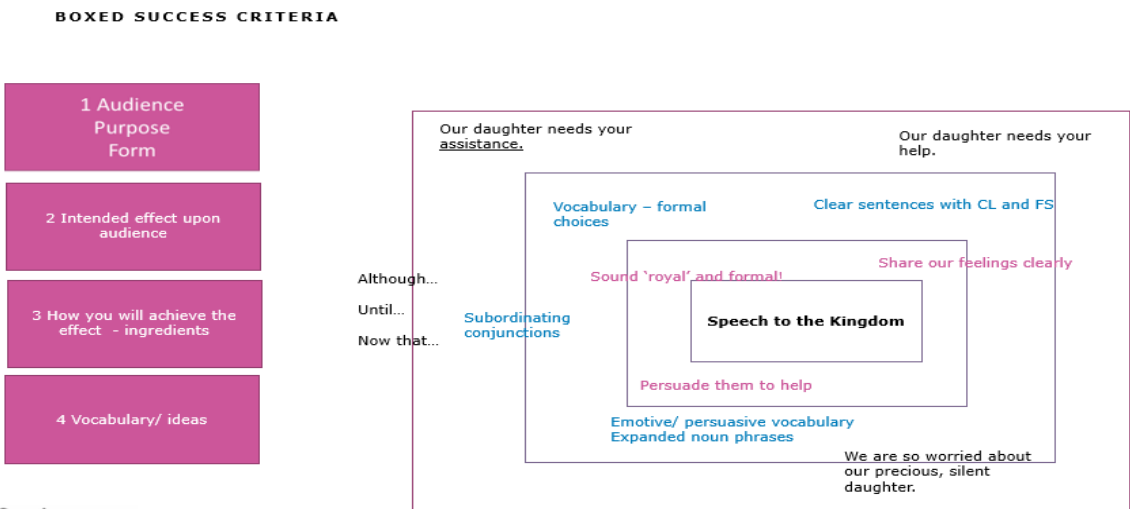
### Stage 1 Access/Hook

- This stage is about accessing the text
- Teachers hook the children in with curiosity and excitement
- Teachers plan an activity to motivate and engage the children e.g. sharing the cover bit by bit, reading the blurb
- Slow writing and incidental writing opportunities linked to previous learning are also planned for

### Stage 2 Explore

- The first focus for this phase is Reading
- Reading as a reader and familiarising themselves with the text is the main thrust of this part of the unit
- Understanding the genre and exploring the genre children will be writing in will be vital here
- Learning about Grammar and Punctuation
  - In context – within the text
  - Direct teaching/ practice – out of context
  - Application in their writing

Teachers use the Boxed Success Criteria to show what needs to be included in the writing. Children plan their own writing using this.

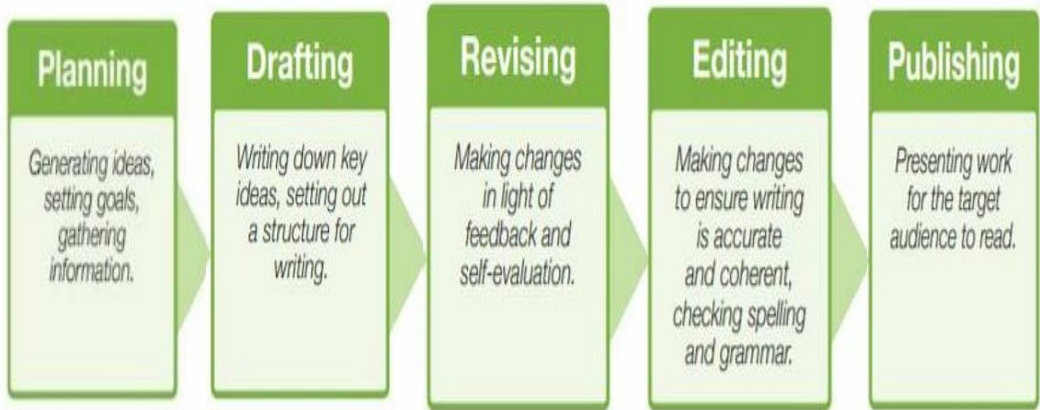


### Stage 3 Develop

- This is where children gather ideas and content for their own writing and is a crucial step not to be missed out
- Children are giving time to build knowledge; talk through their ideas collaboratively and use texts to borrow words and phrases
- Children have the chance to build their content, so that when they write, they can focus on writing effectively rather than what is coming next.
- Typically, this phase of the writing process takes approximately three lessons, but again, this is dependent on need and outcome.
- The lessons within the develop phase depend heavily on the overall outcome and aims for the unit as a whole.

### Stage 4 Writing

- Teachers model each stage of the writing process so that children become confident, skilled writers
  - Planning
  - Drafting
  - Sharing
  - Evaluating
  - Revising
  - Editing
  - Publishing
- Teachers model the writing process through:
  - Shared writing
  - Guided writing
  - Whole class modelled writing
  - Writing different text types and narrative styles
  - Writing across a variety of curriculum areas
  - Planning, drafting, editing and presenting
  - Unpicking WAGOLL (What a good one looks like)
  - Key skills which are progressive



EYFS follow a similar structure when planning writing at a level appropriate to the needs of the children and focus on the Early Learning Goals for writing. Early writing is encouraged through mark-making and plenty of opportunities are provided as part of continuous provision for the children to practise their writing skills. There are also plenty of opportunities provided to develop children's oracy skills and vocabulary. By the end of Reception, our children will write recognisable letters (lowercase and capital letter), most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters and write simple phrases and short sentences with words with known sound-letter correspondences using a capital letter and a full stop. They will also re-read what they have written to check it makes sense. Ongoing assessment is used to check children's understanding and then this is used to inform planning. In addition to this, EYFS use Helicopter Stories to support the writing process. HS is rooted in storytelling and drama. It involves scribing stories from the children and then supporting them to act it out their narratives. The aim is to enhance the children's speaking and language skills through this approach.

Across school children also have the opportunities to partake in speaking and listening activities such as drama and role-play as well as creative activities such as art to support their writing. Through the writing process, children have opportunities to write short incidental writing tasks as well as extended pieces of writing to build and refine their skills. This leads to independent writing at the end of a unit, which is an opportunity for children to apply the skills they have learnt and is used for assessment. Writing across the curriculum is planned for based on what children already know so that they can apply their writing skills in different contexts.

Teachers ensure children publish their writing and that it is used for display around school so we can celebrate achievements and develop a writing culture across school.

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In addition to the above, we want our children to ‘Write for Pleasure’ – where they can write because they enjoy it. All children are provided with writing journals so they can write about whatever interests them.

Writing across the curriculum

We want our children to see writing as transferable, therefore we plan opportunities for them to write across the curriculum so they can apply what they have learnt independently.

Vocabulary

As a school, we use ‘Word-Gap Strategies to teach Tier 2 and 3 vocabulary in our reading and writing lessons so children have an understanding of language in English and Maths and all key vocabulary and terminology is displayed on working walls, reflecting the current learning of the children. These specific words are taught to the children as part of the lesson and referred to throughout the sequence. In other subjects, key vocabulary is identified prior to teaching and throughout the teaching sequence, these are referred to and definitions are taught and discussed. There is also the expectation that children use this vocabulary independently in their own discussions and work. Children are encouraged to expand their vocabulary through reading and the use of thesauruses.

Punctuation and Grammar

We want our children to develop a deep understanding of punctuation and grammar so this is taught through our writing sequences. Children have the opportunity to identify, practice and consolidate grammatical understanding through our chosen texts. Teachers teach the required punctuation and grammar skills from our Writing Knowledge Skills Ladders by linking it to the purpose of writing to make it more connected with the intended writing outcome. Teachers also focus on particular grammar and punctuation skills as discrete lessons and there are opportunities provided for children to practise and revise these skills as part of daily SPaG Starters.

Spelling

Children in Reception and Year 1 are taught spellings through the *Little Wandle Revised Letters and Sounds programme*. When they come to Y2, we use the LW Spellings Programme. In KS2, we use the **No Nonsense Spelling** programme to teach spellings. Children have 5 discrete spelling sessions over a week (done on a two-week cycle in KS2), which focus on spelling rules, strategies and skills needed to become confident spellers. Children have the opportunity to *learn* spellings, including statutory words, common exceptions and personal spellings.

Handwriting

It is important that children are taught correct letter formation right from the beginning of their time at school. We want our children to have neat, legible and joined handwriting by the time they leave our school. In EYFS, children are taught letter formation through the *Little Wandle Revised Letters and Sounds programme*. In KS1 and KS2, handwriting is taught through the Nelson Handwriting Scheme.

Oracy

At Regents Park, we have begun an exciting journey to develop oracy as a key part of our curriculum. We recognise that spoken language is fundamental to learning, thinking, and personal growth, and we are committed to building pupils’ confidence and skill in speaking and listening. As we begin to embed oracy across the curriculum, children are learning to express themselves clearly, listen with attention, and communicate respectfully with others. We are introducing structured opportunities for talk in all subjects, helping pupils to share ideas, question, explain, and present with increasing confidence and purpose. This is the start of a whole-school approach to nurturing effective speakers and active listeners—empowering our pupils to find their voice and use it to learn, connect, and thrive.

Assessment of writing

We plan in various opportunities for children to complete independent writing either through the unit of writing they are doing or through other curriculum areas. This independent writing is an opportunity for children to apply their writing skills they have learnt in different contexts. Teachers use the Writing Knowledge Skills Ladders to help inform their judgements of these independent pieces of writing and these then subsequently inform future planning. At the end of each term, teachers use the Writing Assessment Tick sheets to show what a child can do across a range of writing which feeds into their teacher assessment judgements. To ensure consistency in judgements we regularly moderate children’s writing and discuss how they are making progress towards the expected standard at that particular point in the year.

Impact: What the outcomes will be

At Regents Park Community Primary School, our children will achieve well and this will be reflected in end of Key Stage outcomes for writing which will be in line with and/or exceed national expectations. Our writing curriculum will ensure that our children have the knowledge and skills to be confident writers and can write for a range of purposes and audiences. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Through our teaching sequence, they will be able to plan, draft and edit their own work and will leave KS2 with a good grasp of vocabulary, punctuation and grammar. Most importantly, they will develop a love and enjoyment of writing and be well equipped for the rest of their education.

Through acquiring the necessary skills to become writers, our children will successfully apply these through cross-curricular writing thus impacting positively on standards across school.

Our formative assessment will show which children are meeting learning objectives and which children require further support. Teachers will use this assessment to inform their planning and ensure that all children are given the right level of support so they can progress in their writing. Our children will make good progress from their own personal starting points and will meet and or exceed in line with national outcomes for writing.

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The teaching of writing is monitored across school on a termly basis through book trawls, lesson observations and learning walks. Pupil and staff voice is also used. Writing moderation is also used to support teacher judgements through in-school moderation and externally through our Consortium and Local Authority. We also take part in No More Marking comparative writing judgements.