



Writing at Lower Heath CE Primary School

Intent:	
Our writing philosophy is...	<p>At Lower Heath CE Primary, we aim to inspire creative writers who feel challenged and supported through the use of engaging materials and texts. Children at our school can write for a range of audiences and purposes, and reflect effectively upon their work.</p> <p>At Lower Heath, we have designed a curriculum that is consistent across all year groups and incorporates a variety of techniques, including: Kinetic Letters, Babcock No Nonsense Spelling, Little Wandle phonics and Pathways to Write.</p> <p>Teachers show flexibility, planning and teaching based on the needs and interests of their class. They regularly assess independent pieces of writing across classes and year groups to identify gaps, inform planning and monitor progress.</p>
Implementation:	
Pupils are supported to articulate their ideas, prior to writing by...	<p>All year groups follow the Pathways to Write programme, which uses the structure of: Gateway, Pathway and Writeaway.</p> <p>Gateway sessions provide a hook into the context of learning and Pathway sessions offer opportunities to practise and apply taught skills before producing a final piece. This is consistent across school.</p> <p>The feature keys for each unit enhance children's understanding of genre, purpose and audience.</p>
Planning ensures that children work through the writing stages of Plan- draft-share-evaluate-revise-edit-publish, by...	<p>Embedding mastery keys/skills throughout the Pathway sessions, prior to carrying out the Writeaway work.</p> <p>Writing is modelled effectively, with an emphasis upon mastery and feature keys. Children talk about these keys confidently within school.</p> <p>Working walls support this approach by showcasing effective examples and useful materials.</p>
Basic skills, such as handwriting and GPS are effectively taught, and reinforced regularly, by...	<p>All classes follow the Kinetic Letters programme, with staff delivering a short session each day. The emphasis is on making bodies stronger, holding a pencil correctly, learning the letters and practising fluency. This can then be transferred across the curriculum.</p> <p>The mastery keys (within the Pathways to Write programme) focus specifically on GPS skills, and the pathway keys ensure that skills previously taught are securely embedded.</p> <p>Little Wandle (EYFS and Year 1) and No Nonsense Spelling programmes ensure spelling is effectively taught. KS2 have spelling tests each week to embed spelling learning.</p>
Teachers build pupils' vocabulary by...	<p>Pathways to Write explicitly highlights Tier 1, 2 and 3 vocabulary within the planning. New vocabulary is taught through the context of a quality text and children are challenged to use these words in their own writing.</p> <p>The vocabulary linked to each unit is displayed on the working wall/display in every classroom.</p> <p>Children have a vocabulary grid in their writing books, which they can add to throughout a unit.</p> <p>Daily Storytime (in all classes) increases children's understanding of varied vocabulary.</p>
Lessons are well sequenced so that...	<p>There is frequent verbal/live feedback to ensure that misconceptions are addressed promptly and learning can move on.</p> <p>Children's prior knowledge can be effectively assessed and used in order to adapt planning and resources.</p> <p>New knowledge, skills and understanding of genres can be acquired.</p>

	<p>Activities allow pupils to consolidate the relevant knowledge, skills and understanding of genres.</p> <p>Independent activities allow pupils to recall and apply the relevant knowledge, skills and understanding of genres</p> <p>Work is redrafted and edited by pupils to allow them ownership of their writing</p>
This subject is monitored through...	<p>Scheduled writing monitoring sessions; with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks, pupil voice and analysis of data.</p> <p>Moderation staff meetings enable teachers to ensure their writing judgements are accurate</p> <p>Pupil voice demonstrates what children have learned through their English teaching</p>
Staff development in this subject is delivered by...	<p>Scheduled Pathways to Write staff training sessions within school.</p> <p>Opportunities to observe other staff members delivering sessions and learning from best practice.</p> <p>Coaching sessions for less experienced members of staff.</p> <p>Reading and writing support network group attended half-termly by English lead, with relevant information being shared with other staff.</p>
Impact:	
In writing books, you will see...	<p>Literacy skills books will include any phonics, spelling and handwriting activities.</p> <p>Writing books will show a journey for each unit: identifying each child's individual starting points, followed by application of age-related and genre-specific skills, and finally, an independent piece where children demonstrate their understanding and work through the writing process of planning, writing editing and improving.</p> <p>The use of green pen/pencil within books evidences children's developing ability to edit and redraft their own work.</p>
What is the impact of our writing curriculum?	<p>Children will make at least good progress in writing from their last point of statutory assessment.</p> <p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>