



## **Parkside Primary Academy Writing Strategy**

### **Writing Vision Statement**

#### RATIONALE

'At Parkside everyone Cares' our vision in creating a safe and nurturing environment for each child so that we can instil confidence and resilience is clearly supported through our writing curriculum. Parkside has a higher than national average number of children who are SEND (particularly ASD) and Pupil Premium. Many children enter our school with limited communication and language abilities, which in turn, affect their personal and social skills.

Our writing curriculum is designed precisely in response to this and allows the development of pupil's oracy and wider understanding of language and vocabulary. At its foundation, we have identified ambitious and thought provoking texts that are literary- rich and intrinsically linked to our entire cross-curricular themes. We then strategically teach generic language patterns through repeated oral rehearsal to enable children to retrieve language and structures quickly and confidently. Children will learn how to develop a range of texts types as they move through school from EYFS to Year 6 as well as the compositional and grammatical skills as stated by the National Curriculum.

Research shows (EEF Improving Literacy) that this approach results in extensive improvements in literacy especially for those who struggle with reading and writing. Particularly SEND (ASD) children who benefit from repeated oral practice and consistent teaching approaches.

#### INTENTION

The writing curriculum at Parkside Primary is driven through the use of high quality texts from the CLPE, children's literary classics and award winning authors chosen to link strongly with the wider curriculum. This approach allows teachers to model quality authors, who have crafted excellent examples of writing. Using these texts, teachers then strategically plan a balance of writing outcomes (which includes fiction and non-fiction) designed to give all learners with a purpose and intent for writing as well as increasing their depth of writing knowledge and skills. Embedded in these plans are spelling patterns, vocabulary and grammatical structures which will be found in the texts and across the curriculum topic being studied. Consequently, equipping pupils with all the proficiencies they will require to write with confidence and resilience.



## IMPLEMENTATION

The writing curriculum will be taught daily alongside and within the topic for the half term. This will be planned through three phases. The phase approach allows the class teacher to clearly plan the writing outcome and links between discreet SPaG teaching. Planning begins with immersion and the familiarisation with a text type and the specific writing skills linked to the end of year expectations (Phase 1), capturing ideas for their own writing through collaboration, modelled and shared writing (Phase 2) followed by independent writing experiences (Phase 3). The approach encompasses a combination of the following:

- Immersion – allows pupils to become fully immersed into a text theme. This will often start with a hook or a slow reveal of the text to actively engage pupils with the text and genre.
- Teachers will use WAGOLLS to immerse children into the text type. Teachers ensure that the WAGOLLS have specific SPaG, vocabulary and compositional skills that will be taught to children through the phases.
- Use of drama (such as role play, freeze frames and hot seating) – supports the capturing and gathering of ideas, in addition to allow opportunities for oral rehearsal.
- Oral rehearsal is key for our children and will be done with story maps and drama techniques. This oral rehearsal embeds grammatical structures and vocabulary that they can retrieve in independent writing.
- Use purposeful links to the wider curriculum. Because texts have been carefully selected there are more opportunities for quality writing across the curriculum.
- Quality examples of text types should be created by teachers. These examples should reflect the intended writing outcome being taught as well as clear compositional intentions.
- Children have jotters which they use to collect the vocabulary around them from their own reading, class reading and topics – these can be used in their shared and independent writing.
- The teacher will use modelled and shared writing in joint practice.
- Modelled writing - centres on the class teacher's demonstration of the thoughts, actions and processes that create text. It is an opportunity for students to observe a proficient writer going through the process of putting ideas into a written form. In modelled writing, teachers can focus on authorial elements of writing (such as sequencing and linking ideas, choosing appropriate words, etc.) or secretarial elements (employing spelling strategies, using correct punctuation, etc.).
- Shared writing or joint composition allows children to begin to take more control. There is a shift from the teacher as model towards the children doing more of the thinking, composing, explaining and working as writers. The class teacher will still remind, prompt and challenge so that the writing remains focused on the objective and key linguistic features of the genre. The class teacher constantly balances the focus between pushing children to 'generate'



ideas and then 'judge' what works best – pausing to reread and listening to the flow of composition so the next sentence can be composed.

- Shared writing will consist of short bursts of writing so that children focus clearly on a section of writing.
- Children will then have an opportunity to write independently using the SPaG, text type and compositional skills taught during the first two phases. The independent write will again be topic centred but have a different purpose or audience to the shared writing.
- Independent writing will be planned and mapped out by the children and then revised and edited when complete.

### IMPACT

Writing will be assessed formatively at each stage of the writing process in line with the marking policy (with the exception of Year 2 and 6 in guidance with feedback from Local Authority moderation comments around 'over marking'). Independent pieces of writing produced towards the end of a sequence of work will be used to teacher assess pupils' standard of writing. The assessment of writing will take place as follows:

- All Teachers will have a map of writing outcomes and genres that will be covered over the course of the year. In addition, they will have a clear idea of the writing knowledge and skills that are required to effectively complete each independent piece of writing.
- Following each completed independent piece of writing teachers will evaluate and analyse the writing outcomes that have been successfully evidenced and those that require further support and development. Class teachers will use this information to inform future planning and interventions to address the requirements of the pupils.
- Pupils will produce two pieces of independent, published writing (one fiction and one non-fiction) per half term linked to their topic. Ultimately, by the end of the year pupils will have a collection of 12 pieces of writing that have been independently produced (6 fiction and 6 non-fiction).
- Writing will be formally assessed at the end of each half term and term, starting from autumn 2 (to ensure teachers have sufficient pieces of writing in which to make accurate judgements).
- Teachers will formally assess all pieces of writing against the writing frameworks, which clearly list in year expectations and objectives. Following each assessment point, a small sample of writing will be analysed from each teacher at pupil progress meetings by the assessment, phase and subject lead to ensure class teacher judgements are accurate and secure.
- Pupils will evidence good to outstanding progress throughout each term as they move to develop their knowledge and skills to become competent writers.
- Following each writing assessment point there is a forensic analysis of data (looking at both progress and attainment). Pupil Progress Meetings are then organised with class teachers and the assessment lead to first analyse pupils' performance, progress towards VA estimates, and gaps in their learning, then to plan strategies to overcome these. Cohort and group VA scores will also be



analysed rigorously by subject leads to ensure that all groups are making strong progress.