

English: Writing

Intent

At Harvills Hawthorn, our mission is for all of our pupils to be the very best they can be. It is our intention to provide them with a high-quality education in English that will teach them to become enthusiastic writers who can write fluently and communicate their ideas effectively.

Our pupils will be able to plan, revise and evaluate their writing. To be able to do this successfully, pupils will focus on developing effective transcription and composition. They will develop an awareness of purpose, audience and format and use an increasingly wide knowledge of vocabulary and grammar. Our intention is for all pupils to leave school being able to use fluent, legible, cursive handwriting.

With regards to spelling, we teach the relationship between words, how to understand nuances in meaning and how to use figurative language. We teach pupils to work out the meaning of unknown words drawing on their understanding of the context in which it is written.

Implementation

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge CPD and quality first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what outstanding teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe outstanding teaching, learning and assessment must include the following:

1. Challenge for all
2. Collaborative learning
3. Assessment for learning
4. Questioning
5. Progression within lessons and books
6. Learning behaviours

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script

The delivery of English at Harvills Hawthorn

At Harvills Hawthorn Primary School, we have designed an English curriculum, with reference to the National Curriculum Programme of Study, that meets the needs of our pupils. Transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) are the key focuses; it is essential that teaching develops pupils' competence in these two areas. In addition, pupils should be taught how to plan, revise and evaluate their writing.

- Although writing is an integral part of all lessons, new learning is introduced and taught discretely.
- At all phases, English lessons are an hour long and follow a set structure:

KS1

- A 10 minute Mini Challenge with a focus on revising phonics learning, previously taught spelling patterns or previously taught grammar objectives.
- 15 minutes of teaching the new concept and modelling the learning.
- 25 minutes of independent/group/paired or adult supported learning.
- A 10-minute plenary that includes AfL.

KS2

- A 10-minute No Nonsense Spelling session is delivered 5 times across a two-week period. For the other 5 sessions, a Mini Challenge is set, with a focus on revising previously taught spelling patterns or previously taught grammar objectives.
- 15 minutes of teaching and modelling the new learning.
- 25 minutes of independent/group/paired or adult supported learning.
- A 10-minute plenary that includes AfL.

- Quality texts, linked to the year group's theme, are used to supplement the pupils' writing.
- Pupils write for a range of purposes and audiences.
- Across each term, pupils will write fiction and non-fiction texts as well as poetry. In addition, a unit of learning will be based on a quality, age-appropriate picture book.

The Writing Journey at Harvills Hawthorn

- Pupils will begin the writing journey by identifying the PAF (purpose, audience and format).
- A quality WAGOLL (What A Good One Looks Like) will be shared with the pupils and this will be analysed to identify the language and structural features.
- A crucial part of the writing journey is the opportunity to explore vocabulary for purpose. Pupils will 'magpie' appropriate words/phrases in order to create a bank of vocabulary that is suitable for the PAF.
- Grammar and punctuation objectives, which suit the text type, will be taught where appropriate. They should, where possible be taught in context and not discretely.
- Pupils will plan their writing in the most appropriate way: story map, planning burger, boxing up, etc.
- Teachers will use short burst shared writing sessions throughout the journey.
- Pupils will be given time to write independently. This may be broken down in to sections.
- Pupils/teachers will assess the independent writing against the success criteria.
- Pupils will edit their writing, based on self/teacher assessment.
- Pupils will re-draft a section of their independent writing, using a purple pen.

Grammar and Punctuation at Harvills Hawthorn

- Each year group has grammar objectives that they are to cover.
- Where appropriate, these objectives should be taught in context and not discretely.

Spelling at Harvills Hawthorn

- No Nonsense Spelling is delivered in Years 2-6 in order to teach spelling patterns and rules.
- Statutory word lists also included in the No Nonsense Spelling programme.
- Children are tested termly and their progress is tracked.

Shared Writing at Harvills Hawthorn

- Teachers model writing, in short bursts, throughout the writing journey. They will focus the learning on newly taught skills, composition, effect and syntax.
- Teachers develop pupils' vocabulary by challenging their word choices and by introducing more advanced vocabulary.
- Teachers will model the cursive script at all times.
- In Years 2-6, every child has a writing journal that they use to 'magpie' words and phrases to support their independent writing.

Impact

The impact of our curriculum is clear: progress, sustained learning and transferrable skills. Pupils will make at least good progress from their individual starting points. The writing journey will support pupils to become more confident writers by the time they leave Harvills Hawthorn at the end of Key Stage 2. Our pupils will be able to write for a range of purposes and audiences, manipulating grammar and punctuation. They will be creative writers with a passion for English.

As all aspects of English are an integral part of the curriculum, cross-curricular writing will be of the same standard as that produced in English lessons. This shows consolidation of skills and a deeper understanding of how and when to use specific grammar and punctuation. We hope that we fulfil our school's vision: to prepare our children for the next stage of their lives to enable them to contribute positively to their community.