

# Writing at Moss Valley

## Intent

We provide pupils with a high-quality education in English that will develop pupils' ability to write with great fluency, master the mechanics of writing and develop a love and true interest for writing so that they can communicate their thoughts, ideas and emotions effectively.

By the end of their school life, children will have the phonetic knowledge and spelling rules to be able to write. They will have an awareness of the different sentence types and language for effect.

Children will know about different genres and text types which will be reflected in their own writing. They will also be clear on the purpose of their writing which is to inform, entertain or persuade.

We strive to create children who take pride in their writing and provide opportunities for this work to be showcased.

## Implementation

The school has adopted the **Ready Steady Write** English scheme due to it being aligned to our vision and approach.

For each unit of work, the children follow the following structure: **Immerse, Analyse, Plan and Write**

Throughout each writing cycle children are provided with the opportunity to **orally rehearse** their writing as well as see the teacher **model** writing.

For each unit of work, the children **plan, draft, write, evaluate** and **edit** then **publish** their work. The children are also provided with the opportunity to read their work out loud.

**High quality texts** are used to enhance the Ready Steady Write curriculum.

The school follow the iSHA scheme (Improvement in school through handwriting and Art) to support children with writing posture and handwriting.

From EYFS the correct way to sit and hold a pencil and consistent language is used across the school during writing sessions. There is daily practice for every child across the whole school and handwriting is part of every English lesson.

Additional interventions are provided to those children who are struggling from year 2 upwards.

Daily **RWI phonics** speed sound lessons focus on using their phonetical knowledge to read and spell words.

The school follow the Ready Steady Spell scheme of work from Year 2 – Year 6.

PIXL resources (therapies) are used to support with spelling where needed.

During the RWI phonics sessions children are asked to hold a sentence.

The daily sentence accuracy part of every RSW lesson focuses on accurate use of grammar, vocabulary and punctuation.

The writers' knowledge part of every unit of work allows the children to analyse model writing.

Key words are shared with the children in every lesson.

- Poetry days, allow children to write and share their own poetry.
- Writing competitions in Year 3 and 4 have led to work getting published.
- Work is displayed in the hall to showcase learning.
- Work is shared during the celebration assemblies.
- Jotters are being developed based on pupil voice. Children want to have a book that they can write in freely.

Composition

Transcription

Handwriting

Spelling

Vocabulary, Grammar and Punctuation

Enhancements

## Impact

High progress measures from a child's initial writing ability.

High levels of composition development seen in the English and published books.

High progress in handwriting and spelling evident.

High levels of engagement in the English lessons

The ability to write in a range of genres.

A fostering of writing for pleasure.