

Intent

At Mile Cross Primary School, we are dedicated to encouraging all children to be passionate about reading and writing. We are determined that ALL children will become highly competent readers and writers by the end of their time with us. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading and writing, a passion for discovery and a confidence to explore their imagination.

During their time at Mile Cross Primary School, all children will be exposed to a high-quality education in English. This will not only 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.

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

Implementation

- At Mile Cross Primary School, we use 'Talk for Writing' from EYFS to Y6 as the vehicle for teaching writing. This is to ensure a consistent and systematic approach to teaching the skills of writing across all cohorts. This also means that children know what to expect when they change classes.
- Early writing is taught through early mark making, then when the children begin RWI phonics they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. The children also learn to remember and write stories using the Talk for Writing approach. They are encouraged to write independently in continuous provision.
- This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to RWI sound mats, when they are writing, whether this is with the teacher, in continuous provision or independently.
- Writing from Year 1 to Year 6- Teachers use the cold task before they begin the new Talk for Writing text. They use this to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
- After the teaching of a unit, teachers assess the hot write (independent writing) at the end of the unit and compare this to the cold task. Interventions on specific areas of weakness, happens during feedback in lessons.

- Teachers use our own assessment materials based on the National Curriculum to assess writing at least three times a year. It is expected that teachers will moderate across year groups and cross-phases as well as in whole school staff meetings.
- We also use Talk for Writing as there is a focus on vocabulary and we are aware that the vocabulary deficit that most of our children have, needs to be addressed as a priority. In order to do this, to support the teaching of new and adventurous vocabulary, all year groups have access to and make full use of the books that are in Pie Corbett's 'Reading Spine' reading lists. This ensures that all children are regularly read to in class and high-quality texts are used.
- Once a year, all children from Nursery to Year 6 participate in a whole school Talk for Writing Unit. This is started with a hook in a whole school assembly, followed by all children learning the same text, completing a unit of work based on their level and then a sharing of work they have produced.
- Spelling is taught through phonemes and graphemes across KS2. Spelling Shed is used to consolidate this. Children have access to an online programme which they can use at home as well as at school.
- Grammar is taught through the model text, but also through discrete lessons. We have the Oxford Primary Grammar, Punctuation and Spelling Dictionaries to provide teachers with a usable resource that explains the terminology; this also supports teachers' subject knowledge in this area. Teachers are also encouraged to attend Grammar courses if they feel they need to improve their subject knowledge. There is an expectation that all teachers use of grammar is accurate.
- Writing across the curriculum is promoted and is taught by showing the children what a good one looks like, before then identifying the features in the specific text type that is needed e.g. an information text about their learning in history. The children then use this knowledge as a scaffold to write about their learning, as they are familiar with the text type and style of writing needed for that genre due to the exposure in both English and Whole Class Reading sessions.
- More able writers are encouraged in all lessons to choose how they present their writing and in which genre. This gives them opportunities to write in different genres independently.
- Yearly author visits to encourage both reading and writing and to widen children's experiences.
- The love of reading fostered throughout the school entuses children to become story tellers.

Impact

The Writing curriculum is evaluated through

- Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil conferencing and work scrutiny.
- English book looks every three weeks in staff meetings to enable staff to pick up on areas for development as well as what is going well.
- Summative assessment in Year 2 and Year 6 occurs using the moderation examples given by the DFE as well as our own booklet of levelled examples. All other Year groups use our own writing assessment criteria formed from the National Curriculum. Every child from Year 1-6 have an assessment grid in the front of their English books and these are also used to identify areas of development. These are shared with families at parents evening. Moderation happens across year groups, key stages and whole school during book scrutiny (which happens every 3 weeks in staff meetings).
- KS1 and KS2 outcomes have been moderated by external moderators- KS1 in 2022 and KS2 in 2018. For both KS1 and KS2, all teacher assessments were verified by an assessor.
- Ofsted 2017, "Writing has improved considerably with the introduction of an approach that focuses on high-quality texts and retelling stories before adapting them. A clear sequence of work enables pupils to see the progress they make from their original attempt to their final version, which builds their confidence." "Pupils produce high-quality work in all subjects." "They apply their writing skills in other subjects."

Data

EYFS

2018 All pupils GLD	(68%)	National (72%)
Disadvantaged GLD	(81.25%)	
2019 All pupils GLD	(59%)	National (72%)
Disadvantaged GLD	(81.25%)	
2022 All pupils GLD	(65%)	National (66%)
Disadvantaged GLD	(66%)	
2023 All pupils GLD	(61.7%)	National (67.3%)
Disadvantaged GLD	(52%)	

KS1

2018 All pupils	(66%)	National (70%)
Disadvantaged	(65%)	
2019 All pupils	(57%)	National (69%)
Disadvantaged	(65%)	

2022 All pupils	(35%)	National (58%)
Disadvantaged	(21%)	
2023 All pupils	(58.3)	National (60%)
Disadvantaged	(63.2%)	

KS2

2018 All pupils	(77%)	National (78%)
Disadvantaged	(76%)	
2019 All pupils	(83%)	National (78%)
Disadvantaged	(66.6%)	
2022 All pupils	(69%)	National (74%)
Disadvantaged	(65%)	
2023 All pupils	(58.3%)	National (72%)
Disadvantaged	(51.3)	

Greater Depth

2018 All pupils	(20%)	National (20%)
Disadvantaged	(6%)	
2019 All pupils	(20%)	National (%)
Disadvantaged	(29%)	
2022 All pupils	(3%)	National (13%)
Disadvantaged	(0%)	
2023 All pupils	(6.7%)	National (13%)
Disadvantaged	(10.3)	