

Meppershall Writing Three I Statement

“My heart overflows with a pleasing theme; I address my verses to the king; my tongue is like the pen of a ready scribe.”

Psalms 45:1

Intent

At Meppershall Church of England Academy we believe the importance of writing is critically important in a child's life. Having a sound understanding and an articulate use of the English language enables children in many ways, including:

- Improved well being and self esteem
- Greater access to the wider curriculum
- Better social skills

The role of Writing is to enable the child to communicate meaning clearly in a variety of genres and contexts, and for different audiences. English also has its own intrinsic worth as well as being a facilitator for work in other areas of the curriculum, and it is our aim to instil the joy of language as well as develop the tools to use it confidently and competently.

- Build on the variety of written language which every child experiences.
- Support children to experience and realise the different purposes and genres of writing.
- Encourage children to build a wide and imaginative vocabulary to draw from.
- Develop the technical skills of writing such as structuring a piece of work, sentence structure and manipulating reader response.
- Enable children to achieve a comfortable and legible style of handwriting through purposeful guided practice.
- Provide children with the skills of spelling, punctuation and grammar.

Implementation

At Meppershall, our teaching of Writing has 4 strands: handwriting, spelling, composition and editing.

- **Handwriting** is taught throughout the school using the Nelson Handwriting Scheme. Appropriate pencil grip, good fine motor skills and letter formation are developed from the first few weeks in school.
- **Spelling skills** start with good Phonics. 'Essential Letters and Sounds' is taught daily in early Years and Key Stage One. The National Curriculum for Spelling is taught daily from the end of Year 2 to Year 4. Statutory Common Exception Words for all year groups are also embedded. Our focus is on the teaching and embedding of spelling rather than simply weekly tests. Groups of words are often sent home for additional practise, but assessment is informal.
- **Composition** is where the main focus of our curriculum lies. We teach writing through a 'Writing Journey' which starts with a rich text as a stimulus and model, and where possible is linked to our current topic. This is explored by the children, and specific skills are then taught and practised which will be used in a final extended written piece of work. Structured talk and drama are used as vehicles to extend language. **Vocabulary** is a key focus and is constantly being developed through work linked to the Writing Journey.
- As children reach Key Stage 2, they are taught to evaluate their own work and find ways of **editing** and improving their first drafts. This is done against specific Success Criteria.
- Children get the opportunity to write in all subjects and learn to use their skills **across the curriculum**.

Impact

Children's writing is assessed at the end of each 'Writing Journey', by themselves and their teacher. They evaluate their work against a set of shared Success Criteria so they can see their progress and understand how to improve in future. Writing is also assessed every term by informal Teacher Assessment, set against expectations for each year group as outlined in the National Curriculum. This is supported by Statutory Tests in Phonics and formal assessment at the end of Key Stage 1. In Early Years and Key Stage One, Phonics is formally assessed every Half Term to ensure rapid and sustained progress. Children's writing is also monitored by the Subject Leader and Head Teacher to ensure each child is reaching their full potential.