



## Intent, Implementation and Impact of Writing at Hatch Ride

Writing cuts across our curriculum and we know that it is essential to the progress of our children (beyond the context of school) so we work hard to support children at Hatch Ride Primary School to become: confident and coherent communicators; grammatical and vocabulary 'experts'; careful listeners; and creative writers. At Hatch Ride, teachers plan experiences that engage and hook children into a love of English. These have included: 'Once upon a Time' days (EYFS); Superhero assemblies (whole school); authors into school (both live and remote across the whole school); and WBD celebrations. These events have been enthusiastically received by the children. Writing at Hatch Ride works hard to be purposeful and consider the audience as well as hooking in and engaging our children with words and word play. Our VIPERs approach to Reading further supports our Writing through exposure to high quality texts and a focus on vocabulary in context.

### INTENT

- To provide a curriculum that engages and challenges the children at Hatch Ride Primary School.
- To ensure that children gain key writing skills that take them through secondary school but also into the wider world.
- To provide interactive, engaging word play and vocabulary exploration to engage children with the written word.
- To provide a broad and balanced curriculum with writing opportunities running across it.
- To provide opportunities to develop composition skills as well as confidence with editing for improvement.
- To develop an Oracy21 approach to secure the impact of talk on writing at Hatch Ride (September 2022 onwards).

### IMPLEMENTATION

#### Curriculum

- Children begin their writing journey through a Drawing Club approach in EYFS alongside quality phonics teaching.
- Children's transcription skills are built from fine motor and gross motor activities (dough disco) with more formal processes happening through Drawing Club building up to sentence work when the children are ready.
- Transcription is developed into handwriting through a bespoke focus on non-cursive writing through KS1 building into cursive handwriting in KS2. These sessions are delivered differently across KS1 to KS2 with the former adding handwriting into spelling and phonics sessions so that graphemes are clear whereas the latter KS utilises Nelson Handwriting books to develop cursive script. Where SEN need impacts handwriting some children will have personalised handwriting practise or move across to word processing to support the readability of their writing.
- Across the school (KS1 and KS2), children are exposed to a wide range of texts through our VIPERs approach to Reading, as well as through our class opportunities of reading for pleasure. Our reading approach supports our writing development.
- Writing across Hatch Ride covers a range of text types including fiction, non-fiction and poetry as well as exposure to the many purposes for writing. This broadens and deepens from EYFS through to the end of KS2, the use of LiteracyShed ideas and stimuli is used across Hatch Ride.



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- Throughout Hatch Ride Primary School, teachers model the process of writing within English so that children understand the thought process behind writing. Year group medium-term plans across the school ensure that children are exposed to different text types.
- Grammar and punctuation skills are taught progressively and currently the school use the Nelson grammar and spelling scheme as well as an in-house progression grid to support teacher planning so that grammar and punctuation teaching can be embedded into writing lessons rather than always be discrete sessions. There are hopes to tie into a grammar programme that aligns more closely to our phonics progression as we continue to develop our writing implementation through into 2023. Equally, there is ongoing development for more SpAG to be embedded across all year groups into writing sessions so that the grammar being studied reflects the text-type being taught.
- In KS1 phonics is taught throughout the Key Stage to a high standard using bespoke reading books that progress through the phonics sounds and written graphemes. Writing develops through focused spelling sessions where children are encouraged to use their sounds to write clearly and accurately.
- In lower KS2, children are still exposed to their phonics learning when needed through direct teaching and intervention groups.
- Talk for learning is used through the teacher toolkit and it is hoped that strategies from Oracy21 will be rolled out and become embedded to support this approach.

### **Assessment and Monitoring**

- Writing is assessed through moderated writes, both across Corvus Learning Trust schools and within Hatch Ride. Teachers have had opportunities to meet and talk about writing although these have been hindered by COVID over the last academic years. In 2021-2022, it is hoped there that moderation across the Learning Trust can resume.
- End of Key Stage monitoring has historically also happened between trust schools with the hope that post-COVID these can resume. Year 6 and Year 2 teachers have been able to take part in remote assessment and monitoring opportunities as part of the local authority.
- PIXL assessment points through the year assess the children's SpAG knowledge from Years 1 – 6. These assessments are a snapshot in time but the QLA supports teachers in identifying gaps (for the cohort and for individuals).
- PIXL Personalised Learning Checklists are used at writing assessment points through the year from Year 1 – 6.
- Year 2 are assessed in writing through Teacher Assessment as part of the non-statutory SATS. Year 6 undertake the GPS SAT to assess spelling, grammar and punctuation and their writing is Teacher Assessed at the end of their final year with us.
- EYFS children are assessed at the end of the year to have met or not met their literacy learning goals as stated through Development Matters.
- In-school monitoring includes (but is not limited to): book looks; learning walks and lesson observations; professional conversations and in-house training; lesson planning and LTP support; pupil conferencing across the school; as well as resourcing and CPD through the National College Training.
- LA moderation meetings are also attended by Y6 and Y2 teachers to support writing moderation at key points within a child's primary education.
- Time is given to the writing lead to undertake monitoring through the terms and The National College is used for ongoing CPD.



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### **Differentiation, Support and Challenge**

- Through talking out loud, talk partners, teacher support and scaffolding, children will be able to access texts appropriate for their understanding and be supported to write to the best of their ability.
- Phonics is taught discreetly where required in LKS2 with resources following on from their KS1 experience of phonics.
- Children will talk about ways in which their writing is supported through reading together, mind-maps and vocabulary mats, as well as talk partners and being able to 'magpie' vocabulary (KS2 summary). Children may also talk about how they work with a group or an adult to support their writing.
- Nesy phonics is used to support children in meeting the expectations of their SpAG KS2 curriculum. Across KS2, selected children have been introduced to the IDL programme for those who have a specific learning need in spelling, this is new to our SEND support toolkit.
- Challenge is offered through the vocabulary, text types and WAGOLLS discussed with the children to support their own extended writing.

### **IMPACT**

#### **Children at Hatch Ride should develop:**

- Confident speaking skills, not just across presenting opportunities, but also when talking to peers and adults about their understanding, knowledge and learning.
- Ambition in their use of spoken and written vocabulary and confidence in writing creatively. They write in a confident way when applying their writing across the curriculum, including report writing and communication across online platforms.
- Grammar and punctuation skills that enable them to write independently by the end of KS2. The children's progress will be good from their individual starting points.

#### **What will this look like at Hatch Ride?**

- Children will talk about ways in which their writing is supported through reading together, mind-maps and vocabulary mats, as well as talk partners and being able to 'magpie or steal' vocabulary.
- Children will talk positively about writing and creating texts. For example, that they: 'like exploring words so that the teachers think it's (my work) is good and it's fun' (Y3 pupil) and that they 'enjoy writing that uses your imagination, especially fantasy stories' (Year 5).
- Children will be confident in editing their own work by the end of KS2 and realise that they are editing for improvement so that work can only get better as a result of this process.
- Teachers will think out loud, edit and demonstrate how and why they have structured their writing in the way that they have and encourage children to talk in the same way about their writing.
- Teachers will have a toolkit of teaching approaches to writing that include: talk for writing opportunities; the use of WAGOLLS and model texts; literacy shed videos and clips to encourage visual literacy; as well as drama and story emersion (e.g. superhero day in Reception, the defeat of the Evil Pea and a whole-school stimulus such as inheriting a superhero power).