

Writing

Intent

The pupils at Green Gates Academy, arrive to us at very different starting points. Our aim at Green Gates is for every child to:

- Have the **skills and self-confidence** to write for a range of different purposes and to communicate their knowledge, ideas and emotions through their writing
- Be taught the **grammar, punctuation and vocabulary** skills needed in order to succeed and create interesting, well thought out and structured pieces of writing.
- For all children to be able to **spell** at an age appropriate level and be given the necessary strategies to achieve this, including phonic strategies.
- For pupils to develop their **speaking and listening** skills through a wide range of oracy opportunities, including being exposed to high quality model texts, both at the level at which they can read for themselves and those which are above their reading level in order to inform their own writing
- Be given the opportunity to read, write and perform **poetry and songs**
- Have an individualised **intervention** package appropriate to their individual literacy needs and to identify gaps in prior knowledge to ensure that pupils can make good or better progress

Implementation

Skills, self-confidence and coherence

- GL Assessments are completed with pupils to ascertain the level of understanding in relation to their chronological age
- Baselines are completed through teacher assessment to allow teachers to deliver a curriculum to pupils relevant to their individual needs.
- Pupils use the Talk4Writing approach, where pupils focus on the oral retelling of various text types, allowing them to fully embed the structures which they can then use in their own writing
- Dyslexia screening is used to identify those with dyslexic traits. Appropriate interventions are then identified and put in place to support with this.

Grammar, Punctuation and Vocabulary

- Grammar, punctuation and vocabulary skills are taught explicitly during the sequence of writing lessons, allowing pupils the opportunity to apply these skills in their own extended writing.
- Pupils are taught to identify how authors have used these skills effectively in their writing and how to identify this and use this in their own writing.
- Pupils are taught using the 2014 National Curriculum year group expectations, relevant to each pupil's individual needs

Spelling

- Spelling is taught regularly in focussed sessions within class.
- Spelling strategies are adapted to suit the individual needs of the class
- Phonic interventions are used for identified pupils to support with spelling.

Handwriting

- Pupils take part in handwriting sessions on a weekly basis. Correct letter formation is encouraged
- Where necessary, further support is offered to pupils through the Earth Handwriting occupational therapy programme to support in fine motor skills and finger dexterity.

Speaking and listening

- Pupils are exposed to high quality model texts, through both the Talk4Writing texts and through daily story time.
- Vocabulary opportunities are identified and strategies to understand new and unfamiliar vocabulary are explicitly taught to pupils.
- Pupils are encouraged to perform their work to their peers

Poetry and songs

- High quality poetry books have been identified which are appropriate to the individual key skills pupils will be accessing. This is identified in the 'Poetry Progression' document
- Pupils will be offered a wide range of poetry to listen to and write. These are carefully sequenced according to Key Skills.

Intervention

- Appropriate and well researched interventions identified and delivered to support individuals with their specific needs.
- Staff are well trained in literacy difficulties and the strategies that can be adopted in classroom practice to support this.

Impact

Pupil Voice

- Pupils speak confidently about their learning and can articulate how teaching supports in their understanding of English and the wider world
- Pupils show an increased confidence and stamina for writing and are able to write for a range of different purposes.
- Pupils are able to identify how support is given to them and how this helps them with their writing.
- Pupils can acknowledge and articulate the progress they have made from their starting points and discuss their learning journey through their time at Green Gates.

Evidence in Knowledge

- Pupils can demonstrate recall of spelling, punctuation and grammar terminology and can apply this in their writing.
- Pupils can analyse other author's writing and identify

Evidence in Skills

- Pupils use acquired vocabulary in English lessons and in their writing
- Pupils have the skills to form letters correctly (or with appropriate support where needed) and apply this to their extended writing
- Pupils have the flexibility and fluidity to move between different writing styles and apply their knowledge of writing techniques

Outcomes

- Pupils are able to make good or better progress, relevant to their individual needs.