WRITING AT HAMER

Vision and Intent

At Hamer Primary School, we recognise that writing is integral to all aspects of life and we mindfully endeavour to ensure that children develop a lifelong, enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles which will stand them in good stead in their future roles and careers.

By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy
- Creativity
- Independence
- Inquisitiveness
- Inquiry skills
- Confidence

Writing skills underpin most elements of the school curriculum and is an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each. The following four principles underpin our intent at Hamer:

- Writing to explore ourselves
  Through the teaching and learning of writing and exposure to different types of texts, our children are encouraged to learn and communicate writing about themselves and their place in the world. This leads them to question, analyse and explore their values and how they manifest as part of their character.

- Writing to widen our world
  Through the teaching and learning of writing and exposure to a variety of texts, our children will acquire knowledge and an understanding of our world, communicated through writing. Non-fiction texts especially, broaden our children's understanding of our world history, culture and multiple perspectives; resulting in writing which develops this knowledge though discussion and debate.

- Writing underpins our ongoing education
  Through the teaching and learning of writing techniques and exposure to a variety of text types, our children at Hamer develop skills that will allow them to access their continuing education, develop aspirational futures and participate fully in society.

- Writing affirms our rights
  At Hamer, we believe in ensuring our children have a 'voice' and can express themselves to the best of their ability. Through the teaching and learning of writing and exposure to different types of texts, our children are reminded of their rights in education and as a member of our global society. Writing allows children to communicate and explore these rights in an appropriate manner.

General Aims

- To raise the standards of writing;
- To establish an entitlement for all pupils
- To establish expectations for teaching staff in the teaching of writing;
- To promote continuity and coherence in writing throughout school;
- To state the school's approaches to writing in order to promote understanding among parents and carers.

Specific Aims

Children will be enabled to:

- perceive writing as not only a lifelong enjoyable activity, but a purposeful, lifelong skill:
- develop a wide vocabulary and a knowledge of the grammatical and linguistic conventions for different genres
- communicate appropriately through the written form
- be adept with the secretarial aspects of writing: handwriting, punctuation and spelling
- use writing independently to support learning across the curriculum;
- be knowledgeable about different genres and styles, considering their appropriateness
- appreciate our rich and varied literary heritage.

Content and Sequencing – Implementation

The National Curriculum Programmes of Study provide the detailed framework for implementing the statutory requirements for writing in school.
At Hamer, our Writing Curriculum is delivered through the use of texts. These texts have been specifically chosen to provide quality models and stimuli for the different genres of writing. In EYFS, literacy sessions are based on a 'Talk for Writing' model where we are looking to develop fluent oracy skills and provide opportunities to develop writing. From Key Stage One (when children have completed all phonics work), through to Year Six, all pupils have a daily literacy session working on the standard writing sequence for each particular genre. Every year group will work on fiction and some non-fiction genres in that year. Over their seven years at Hamer, all pupils will visit all genres at least twice and, of course, the standard will increase in difficulty, complexity and expectations – as will the stimuli text which will be used alongside. Three times a year, children will produce a narrative piece of their own choosing, not related to our core texts.

In Key Stage 2, as well as teaching writing daily, we have discrete spelling and grammar sessions. Teachers will work on particular genres and teach their grammatical features during literacy lessons; they will also work on any particular punctuation features, too. In addition, there is a weekly grammar lesson. All children from Year One upwards have weekly spellings. Pupils are given 15 spellings to learn and opportunity to practise them at school as well as at home. They are then assessed weekly.

Links

Through the teaching and learning of writing and exposure to different types of texts, our children are encouraged to learn and communicate writing about themselves and their place in the world. They will acquire knowledge and an understanding of our world and its history. Non-fiction texts especially, broaden our children's understanding of our world's history, culture and multiple perspectives; resulting in writing which develops this knowledge through discussion and debate.

British Values

Writing underpins our ongoing education and enables us to have a voice. Through our writing curriculum, our children are reminded of their rights in education and as a member of our global society. Writing allows children to communicate and explore these rights in an appropriate manner.

Progress and Assessment – Impact

Hamer Pupils are assessed against the Early Years Foundation Stage profile (EYFSP) and the National Curriculum. These provide guidance for teacher in understanding how their children will progress through the three stages of the primary curriculum – EYFS, KS1 and KS2. Teacher assess children against these frameworks to determine starting points and targets for children in their class.

Throughout the year, staff will moderate work in units, across units, across the school and with other IPLCN schools. Year 6 and Year 2 staff also take part in LA moderation. The English Lead is also a Local Authority writing moderator

Retrieval

Misconceptions teaching following assessments
Revisiting genres
Revisiting and application of grammar

SEND

All children are given the opportunity to access the English curriculum at Hamer. Where additional support is required, adaptations will be made to ensure that individual children access learning that is meaningful to them.

Enrichment

At Hamer, we strongly believe that the core texts we have selected as being key for our children take precedence. We use good examples and give first-hand experiences where possible.