

Bollin Primary School



Growing hearts and minds together

Bollin Writing Framework

Vision and Aims:

At **Bollin Primary School** we place a high importance on children developing a life-long love of writing and strive to provide a rich and inspiring English curriculum for this to be achieved. We believe it is vital that our children develop the skills and knowledge not only to be 'secondary school ready' but to go on to become confident and effective communicators in the outside world.

Our aims for the teaching and learning of writing are that all children should:

- Be able to write effectively, for different **purposes and audiences** and for enjoyment. To write with neat handwriting, correct spelling and accurate punctuation and grammar.
- Be able to communicate effectively and with confidence using Standard English.

Intent:

At Bollin Primary School, our curriculum design ensures that **high quality texts** are used in all year groups as a stimulus for writing.

We then follow an **English Process** whereby children become immersed in the world of the text and are **hooked in**. They have the time to explore the subject matter through rich discussion, questioning and drama ensuring children develop key skills in Speaking and Listening.

Alongside our **Reading Framework**, the English Process provides a valuable context for the teaching of Reading. Our children are supported in interrogating texts and using visual cues to clarify meaning, enhance their understanding of the subject matter and build a mental model of what they are reading. We encourage children to *play with language* as they harvest vocabulary from the text and define it; they recognise why the author used certain words and how these vocabulary choices contribute to meaning.

Once the children have explored its features, interrogated a text, and developed their own ideas, the text then becomes a **driver for writing**. Children work towards a final written outcome and our units of work focus around **audience and purpose** so that they are able to reason and explain why they are writing in this way.

Within our English Process, we seek to **understand the grammar which sits behind a text**; sentence work and incidental writing tasks provide opportunities and a context for children to **apply and embed** their learning.

Children then bring their ideas together and plan their final written piece using **Boxing Up** to organise their writing before they draft. Key skills in **composition and transcription** are taught before the children edit their writing as they draw on feedback from both the class teacher and their peers to **progress their writing**.

The children's final written outcome appears in their **Golden Book**. Children at Bollin Primary School take **pride** in their Golden Book and will use its pages to lovingly craft their final draft; they are encouraged to pay close attention to their handwriting and presentation and so the final piece becomes more than a piece of writing – it becomes a celebration of all they have learnt and has a clear **audience and purpose**.

By the time children leave Bollin Primary School, we aim to ensure they are proficient, independent writers.

Early Years Foundation Stage (EYFS):

Children develop their fine motor skills in order to hold a pencil correctly. Children are then shown how to form letters. They are given many opportunities to write within the learning environment as they are immersed in a world of books at every opportunity.

Children are encouraged to apply their phonic knowledge to write simple CVC and CCVC words which will lead into them writing simple sentences.

Key Stage 1:

In Key Stage 1, Children will focus on **applying and securing phonic knowledge** (see **Phonics and Early Reading policy**) within writing. They will write sentences from memory including spellings and aspects of grammar they have been taught. They will write for different purposes and will begin to **magpie** vocabulary from the text and generate new vocabulary with the support of the teacher.

In terms of planning, they will be able to say out loud what they want to write before writing it and from Year 2, children will begin **Boxing Up** as they develop an early understanding of paragraphing. They will be able to edit writing with support from teachers and their peers.

They will learn the grammar ideas identified in the appendices of the National Curriculum and apply this to their writing. They will write in line with the schools handwriting policy.

Key Stage 2:

In Key Stage 2, Children will use phonetic as well as knowledge of morphology and etymology to spell words. They will use dictionaries to identify words they are unsure about and will **magpie** vocabulary from the text as well as generate new vocabulary which they increasingly use for effect. They will learn to write for a range of purposes and audiences.

They will create a **Boxed Up** plan where they bring their ideas together. Children will learn to write with confidence and at length. They will learn how to edit and redraft writing.

Children will learn the grammar aspects identified in the appendices of the National Curriculum and apply this to their writing. They will write in line with the schools handwriting policy.

Implementation

This framework promotes best practice and establishes consistency in Teaching and Learning across the whole school. The English Process aims to ensure that all children are provided with high quality learning experiences to develop their life-long love of learning and to become resilient, reflective communicators.

School Practice

The Curriculum progression plan for Writing ensures that there is a coherent and purposeful sequence to the teaching and learning of Writing. This plan follows the National Curriculum and outlines what children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Medium Term Planning outlines the text chosen, the genre being taught and the sequence of lessons being taught within the unit. These plans include the grammar being taught within the unit as well as any standalone grammar as well as the spelling rules being taught alongside the writing unit.

Vocabulary

There is a large focus on vocabulary during the English Process to support children in developing the language required to write at length. Vocabulary encountered and generated is discussed and children explore meaning, etymology and how to use newly acquired language in context. There is a large emphasis on the retention of vocabulary through vocabulary books and through the use of Word Thief – a working wall where language can be stored and organised according to word class and which the children are encouraged to interact with and magpie from.

Next steps

In each year group, children are clear on how they can make progress with their writing through the use of age-appropriate writing targets. Teachers use the children's writing targets to develop incremental, achievable next steps for children and will use these alongside end of year expectations to assess the children's writing every half-term (see Assessment)

Writing achievements and progression in knowledge and skills through each year group is celebrated in our **Golden Books** and through termly **Golden Ticket assemblies**.

Educationally Disadvantaged

At Bollin Primary School, we have worked hard to identify children with barriers to learning (see **Educational Disadvantage Framework**) and teachers plan units of work in English that ensure equal access for all so that vulnerable groups continue to make progress equal to or greater than their peers.

High quality visual texts are used to support children with their reading allowing them to use visual cues to enhance meaning; vocabulary working walls and vocabulary books allow children to access language to deploy in their own writing; discussion, oral-retelling of the story and drama help children to explore their ideas creatively and cater for different learning styles. Some children may benefit from pre-reading the text or using an I-pad to compose their ideas while for others, simply having time to sit and enjoy the text outside the lesson is important. Teachers are mindful of the **discrepancies in children's background knowledge** and time is spent building a context for the subject matter covered with a unit of work and making connections within a text, across other texts the children may know and with their own real-life experiences.

Diversity within quality texts – windows and mirrors.

We are extremely proud of our diverse school community and believe passionately that all texts used in school and found in our school library are representative of the community we serve. As such, quality texts used in the English Process have been carefully selected to serve as *mirrors* so that all children have an opportunity to *see themselves* in a text.

Equally, our quality texts have also been selected to provide important windows into other cultures and other realities and are representative of the world we live in and the challenges many will may never encounter.



Impact

Leadership evaluate the teaching and learning of Writing half termly through lesson visits, planning, book scrutinies and children interviews. Writing data is analysed to identify key groups of children and priorities/ areas for improvement so that these can be swiftly addressed.

Assessment is in accordance with the Early Learning Goals (ELG) in Foundation Stage, and the National Curriculum criteria for the end of Key Stage 1 and 2.

Assessment for Learning (formative assessment) is recorded against statements from the national curriculum in the writing assessment grids. This is to support planning and identify individual children and class gaps in knowledge.

Assessment for Learning is carried out through questioning, discussion, observations and the marking of work. The marking of work undertaken during Writing sessions will be in accordance with the school's Feedback and Marking Policy. For further details refer to the [Feedback and Marking Policy](#).

Assessment of Learning (summative assessment) is inputted by class teachers into the schools summative database half-termly to evaluate if children are working towards, at or above the expected standard for their year group. This provides the evidence of learning and achievement, enabling an accurate summative assessment to be made at the end of each school year, and at the end of Early Years Foundation Stage, Key Stage 1 & Key Stage 2.

Writing moderation takes places across phase teams, the whole school and with local community schools across the school year.