

At Windmill Hill Academy, we are 'Inspiring Passionate Lifelong Learners' by providing them with a broad and balanced to inspire and motivate pupils to have high aspirations; provide them with the tools to become assessment-capable learners and be socially responsible within the school and wider community.

Subject	Writing
Overall curriculum	<p>At Windmill Hill Academy we aim to instil a love of writing in our children, and to ensure they are able to express their thoughts and ideas clearly and creatively through the written word.</p> <p>Our intent is for children to develop fluency in, and a love for, the English language, through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational progress.</p> <p>We value all languages at Windmill Hill Academy, as language is essential for social, personal and emotional progress.</p> <p>Mastery over language empowers children to function effectively in a literate society and to communicate not only at a functional level but also on a creative and imaginative plane.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p> <p>In EYFS, all areas of learning and development are important and inter-connected. These are stipulated in the 'Statutory framework for the early years foundation stage'. The most relevant statements for writing are taken from the following areas of learning:</p> <ul style="list-style-type: none"> ▪ Communication and Language ▪ Physical Development ▪ Literacy
Pedagogy	<p>At Windmill we plan the overall English programme for the school using the 'Development Matters' and National Curriculum objectives to drive it, while developing the opportunities for written work within the other curriculum areas.</p> <p>The overview of work ensures balance and progression throughout and across the Key Stages. The requirements of the Foundation stage are used as 'building blocks' that lead into the National Curriculum. Planning for English is carried out year by year, term by term in units and is reviewed regularly to ensure the curriculum is engaging, challenging and provides good coverage of all objectives, with a range of audiences, forms and purposes.</p>

Cross-curricular links are identified in the medium term planning and unit plans where appropriate. All class teachers are responsible for unit planning, based on their agreed medium term overviews.

They will:

- identify the appropriate teaching and learning strategies required
- provide a balance and variety of English experiences and opportunities within the classroom, both in terms of content presented and organisational learning opportunities employed
- ensure there is a clear, planned objective for each lesson with clear success criteria where appropriate.
- assess and plan for the specific needs of the class as a whole, plus groups and individuals within the class whilst adhering to the progression laid down within the unit and overview.

The National Curriculum require pupils to write frequently, independently and relevantly in the course of their work in all subject areas. This means that our classrooms must provide many different contexts for writing across the whole curriculum. The children are taught writing skills and given writing opportunities as specified in the National Curriculum.

The word level, sentence level and text level components, along with appropriate grammar, punctuation and spelling objectives, are taught progressively to enable the children to improve as writers. We need to provide opportunities so that children can grow as composers of many kinds, in a range of contexts and for different audiences, giving varied and frequent opportunities to produce meaningful and purposeful texts, both independently and collaboratively.

The processes taught in English lessons during the course of a unit are as follows:

Shared reading – Identifying features Modelling - Teacher verbalising thoughts and making processes involved in the writing process explicit (e.g. reasons behind choices of vocabulary, structure etc)

Scribing – Children input ideas and teacher scribes them.

Supporting composition – children have a go and come back for almost immediate feedback (e.g. using whiteboards)

Independent and supported writing

Within each unit, we ensure opportunities are planned for the following skills to enable the children to write for the purpose and audience effectively at the end.

Transcription, - Spelling

Handwriting and presentation

Composition

Grammar and punctuation

Talk for writing

At Windmill Hill Academy, we use Talk for Writing regularly as the structure for our units of work.

Within each unit, children are provided with opportunities to:

- read a model text and discuss collective responses to a text as readers;
- read the text as a writer, with the articulation of the thinking and creative processes involved in all stages of the act of writing;
- imitate model texts, using text maps and actions to support the internalisation of the structures used.

This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then into writing;

- role play and drama to support understanding and develop creative responses;
- specific teaching of the skills (word and sentence level) required for the writing outcome and providing the children with a 'toolkit' to use independently;
- innovate model texts with alternative purposes and audiences provided, creating their own compositions;
- invent their own compositions for a specific audience and purpose;
- edit, proof read and publish their writing.

Grammar and Punctuation

Within lessons, children are taught different grammar and punctuation conventions to help them develop more conscious control and choice in our language.

Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept (for example 'modal verb'), they are encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others.

In addition, spelling and handwriting skills are also taught discretely:

Spelling

At Windmill Hill Academy, we want the children to develop effective spelling strategies. Each day, the children will have specific lessons which teach the children phonemes, spelling rules and spelling patterns and these are then referred to throughout the week in other lessons where appropriate to enable the children to secure this knowledge. For Years 2 and above, we use the Babcock No Nonsense Spelling Programme.

Handwriting

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2, all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

	<p>Aims:</p> <ul style="list-style-type: none"> ▪ To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing. ▪ To establish and maintain high expectations for the presentation of written work. ▪ For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly. <p>At Windmill Hill Academy, we are very proud of our pupil's handwriting and take particular care in developing handwriting into the cursive style.</p> <p>We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.</p>
Assessment	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process.</p> <ul style="list-style-type: none"> ▪ In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals. ▪ KS1 and KS2 Teachers will make judgements about the children's reading and writing in relation to age related expectations as set out in the new curriculum. ▪ Distance and Cold writing tasks are set each half term to assess pupils' abilities to apply writing skills learned. ▪ Assessment for learning is well established throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment. ▪ Statutory assessments take place at the end of Year 1, Year 2 and Year 6. ▪ Assessments are recorded three times a year and carefully analysed to make sure that all children and groups are progressing well and achieving their potential. <p>In EYFS, the level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). These are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.</p> <p>When assessing pupils with SEND, there will be carefully planned opportunities in order for them to demonstrate what they know and are able to do, using alternative means where necessary. Where a pupil is unable to use particular types of equipment, assessment of attainment will be based on understanding of the processes used as demonstrated through oral and written responses or, where possible, through the use of alternative equipment.</p>
Culture	<p>The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings.</p>

	<p>At Windmill Hill Academy, pupils are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts.</p> <p>Pupils gain an understanding of how language works by looking at its patterns, structures and origins. Pupils use their knowledge, skills and understanding in speaking and writing across a range of different situations. In addition, the skills of English are a key part of participating fully in society.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p> <p>For some activities, there may need to be a 'parallel' activity for pupils with SEND, so that they can work towards the same learning intentions as their peers, but in a different way. The use of technology to assist learning can remove barrier e.g. Widgeo, text readers and speech and communicator devices. Using coloured backgrounds for texts may assist dyslexic pupils.</p>
Systems	<p>We strive for children to be literate. By the age of 11, we aim for children to be able to:</p> <ul style="list-style-type: none"> ▪ read, write and speak with confidence, fluency and good understanding, drawing upon a range of independent strategies to self-monitor and correct; ▪ have an interest in a wide range of reading materials and read spontaneously for enjoyment and pleasure; ▪ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; ▪ be familiar with, by understanding the structure and language features of, a range of non-narrative and narrative forms; ▪ be able to model their own writing on these familiar styles and forms according to the context, purpose of, and audience for, their writing; ▪ draw upon increasing powers of imagination, inventiveness, initiative and critical thinking in all aspects of their literacy experiences, including being reflective writers (writing with a reader's eye and reading with a writer's eye); ▪ at least meet age related expectations in all aspects of English. ▪ speak clearly and convey ideas confidently using Standard English; ▪ develop their understanding through speculating, hypothesising and exploring ideas, enabling them to clarify their thinking as well as organise their ideas for writing; ▪ read fluently and understand extended prose (both fiction and non-fiction);

- write at length, with accurate spelling, punctuation, and correct use of grammar for a range of purposes and audiences.

Please refer to the systems in place for the teaching of writing above (pedagogy).

In EYFS, the most relevant statements for writing are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy

Reception

Communication and Language

- Learn new vocabulary
- Use new vocabulary through the day
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELG

Communication and Language

	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Physical Development</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Policies/key documents	<ul style="list-style-type: none"> Writing Progression map ADMAT Progression in Vocabulary, Grammar and Punctuation Handwriting Policy Handwriting Progression map Spelling Progression Map NNS Spelling Pathway SEND Policy EYFS Long term overview <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>