

Intent - We aim to...

Deliver an engaging and exciting curriculum that helps develop a love of writing and inspires children to want write.

Encourage children to be imaginative and to bring this into their writing.

Provide children with essential skills in grammar, spelling, punctuation and composition that will be life-long.

Support children to express their thoughts and ideas clearly and creatively through the written word.

Develop children into writers with an understanding of the writing process.

Create a culture where children love to write and they take pride in their work.

Implementation - How do we achieve this?

Systematic approaches:

Across the school we use CLPE's **Power of Reading (PoR)** units to teach our English lessons. We are responsive and will adapt these units where appropriate to suit the needs of the class/cohort. We have also added in Jane Considine's **The Write Stuff** to support with sentence construction (sentence stacking etc.) in KS2.

Teachers have been trained in **PoR** over the past few years and are confident in delivering the approach.

High quality texts:

We believe that pupils should have access to a wide range of high quality texts across their time at Minchinhampton Primary Academy. We are very lucky to have a link with CLPE as one of their associate schools as we are able to ask for advice/support in selecting high quality texts which cover a range of genres and are diverse for all.

The writing process:

The lessons across the school will be taught accordingly inline with the approach. In **PoR** pupils are given a wide range of opportunities to respond to the text through lots of short burst writing sessions, conscience alley, role on the wall, drama, book talk (**A.Chambers**) as well as always having a final written outcome e.g. balanced argument on whether or not the rainforests should be cut down. The Power of Reading supports schools to build a curriculum based on high-quality children's books and provides all teachers with text recommendations and detailed planning to support the teaching of reading and writing. It fosters reading and writing for pleasure and raises achievement in literacy.

Range of purposes:

We provide plenty of opportunities for our pupils to write for a range of purposes. We want our pupils to see themselves as authors. We look to provide as many chances as possible for our pupils to publish their work e.g. writing and making a graphic novel. We have also, as a whole school, written two novels with our Patron of Reading (at the time), John Dougherty - A Portal through Time and A Portal through Place. These were published and sold to the school community with profits being used to fund the next writing project(s).

Implementation - continued...

Poetry:

We believe that poetry is a perfect way for pupils to play around with words as well as developing their sense of purpose and audience. Pupils are taught poetry through our approaches and have access to high quality poetry collections which cover all diversities and experiences. Pupils also have the opportunity to enter the CLIPPA (CLPE) poetry Award every year, which not only focuses on reading and writing poetry, but also on the performance of poetry, again showing them a purpose for their work. We encourage visits from poets (e.g. Karl Nova) too.

Vocabulary:

Vocabulary is explored in a variety of ways in our school. Using rich, high quality texts, teachers flood their classrooms with tier 2 vocabulary as well as commenting on tier 3 vocabulary where suitable. Pupils are encouraged to ‘magpie’ vocabulary from their reading as well as their peers so they are able to use them in any subsequent writing. Pupils have access to dictionaries, thesauruses and descriptosauruses in their lessons.

Oracy/Drama:

Part of the writing process we encourage is the use of drama/oracy skills to help all pupils develop and strengthen their imagination and ideas for written pieces. Lots of roleplay, hot seating, conscience alley etc. is used to immerse the pupils in the text and characters. Storytelling is also a skill we want to develop with our pupils. Working with Ben Haggarty, our pupils are becoming able to tell stories with no need for props, maps etc. We also feel that listening skills are vital to the development of a writer.

Handwriting and Spelling:

Correct letter formation is taught in EYFS and is continued throughout the school with teachers responding to individual needs of their class. Cursive handwriting is expected of all pupils across all forms of written work. Where needed, pupils will receive extra support with their handwriting as they progress through our school. Phonics (using Bug Phonics) is taught in KYFS and KS1. Rapid Phonics is used to support KS2 pupils where needed. Jane Considine’s The Spelling Book is taught across KS2 classes. Pupils also have access to Spelling Shed and Nessy where needed.

Impact - How do we know we’ve achieved our aims?

Pupils are engaged and thoughtful in lessons.

Writing is developed from initial ideas and is imaginative in use of ambitious vocabulary and figurative language.

Pupils have strong skills which equip them to progress from their starting points.

Pupils have strong writing skills which they can use across the curriculum as well as across their time in our school.

Writing outcomes are of a high quality.

Children see themselves as writers and are confident in the writing process.