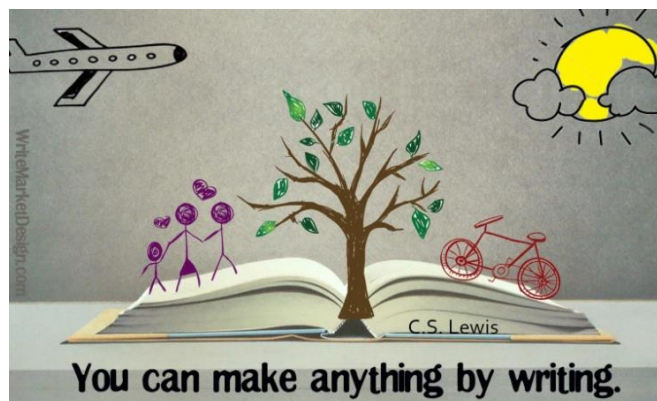


Writing at St Peter's Bratton Primary Academy

Intent

Writing is a crucial part of our curriculum at St Peter's Bratton. Throughout their time in school, we want our children to develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. Our aim is to encourage children to be independent writers who can write confidently in different forms for a range of audiences and purposes.



Implementation:

We believe that children learn to write best when they are supported on the journey using high quality texts and models of writing. We use the Minerva model of Learning links (Relate, Read, Rip, Rehearse, Write and Review) which allow pupils to develop the important skills and knowledge in writing using high-quality texts and resources. Understanding the purpose, form, audience, and impact of writing is at the heart of pupils' learning about writing and is a basis for each sequence of work.

Staff subject knowledge allows the intentions of our writing curriculum to be delivered successfully. We strive to build upon the understanding of teaching writing that our staff have. We achieve this through regular CPD which is provided through the subject leaders for English, moderation and professional discussion and also support from a teaching and learning consultant for English and from St Chad's Trust.

Staff are encouraged to raise questions, seek support, and request further training if needed in order to ensure everyone is confident in what they teach. Good practice is shared between staff.

At least once a half term, children are given the opportunity to write independently following a sequenced build-up of skills and knowledge. This allows staff to measure progress and decide next steps for whole class and individual pupils where appropriate. Pupils are also taught to review their own writing as part of their writing links through peer partner reviews discussion and feedback. Improving their writing is also seen as an

important part of this process and children are taught how to proofread, edit and redraft their writing regularly. Vocabulary and writing techniques are displayed clearly on working walls as a journey through the writing progress.

Grammar forms an integral part of writing lessons; this is modelled by teachers either within the writing lesson itself or specific grammar techniques and terminology are taught as lessons in themselves where appropriate. We intend that pupils have a clear understanding of words and their relationships to each other and have a language with which to talk about their writing. Pupils are provided with the opportunity to apply the knowledge of grammatical structures into their own writing. Spelling is taught once a week and also forms an integral part of our writing lessons.

We believe presentation and handwriting are important, so teachers set high standards for this throughout school. Writing is celebrated and displayed in classrooms and corridors around the school.

Impact

Learning walks and lesson observations and book monitoring show that pupils are supported well in develop skills and subject knowledge in writing to become confident writers. Pupil voice also demonstrates that children can talk about their writing confidently and enthusiastically. Moderation which takes place internally and externally shows that teacher judgements of pupils' writing are secure. National assessments in Spag show that pupils perform well reaching good standards by Year 6.