



Alexandra Park Primary School



Care, Aspire, Achieve

Writing

Writing is a valued and integral part of the curriculum at Alexandra Park Primary School. Our curriculum endeavours to create a love for writing whilst equipping pupils with a strong command of the spoken and written language. Teaching ensures children enjoy writing for a range of purposes and audiences. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners; English learning is key in this. Writing has a significant place in education and in society. High-quality education in English teaches our pupils to speak and write fluently so that they can communicate their ideas and emotions to others. Throughout our curriculum, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society. Pupils are encouraged to consider the impact their writing has on other people. Our writing curriculum and 'Aspire Programme' sparks children's curiosity and love of learning. A range of enrichment experiences inspire and encourage children to explore various career paths and consider how their writing education connects to their life now and future success. Whole class pedagogy along with structured interventions for individuals and small groups are informed by evidence and research, which matches our school context and values. Teachers consistently use the bespoke 'Alexandra Park Writing Cycle' to support pupils in their journey to becoming competent, creative and independent writers.

Fundamental Values

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school through our shared vision of "Care, Aspire, Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance through the delivery of the curriculum and the different genres and high-quality texts children are exposed to.

Planning

At Alexandra Park Primary School, "Care, Aspire, Achieve" is at the forefront of our curriculum design. The writing curriculum offers breadth so pupils are exposed to a variety of high-quality texts and opportunities to write for different purposes and audiences. Throughout their journey at our school, children broaden their knowledge, application and competence in transcription and composition. As well as the use of high-quality texts, children participate in purposeful writing projects in order to apply their writing skills to a real audience within our community or one further afield. This helps to motivate learners and reinforce the belief that their writing can be meaningful and impact others. The writing curriculum enables children to develop knowledge and skills that are transferrable to other subjects. The curriculum is designed to ensure



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that connections are made between various subjects and year groups to help embed and secure deeper learning with opportunities for key retrieval practice. Our curriculum map outlines the content covered each half term for each year group. Alongside this is a progression of skills document for spelling, punctuation and grammar. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. To ensure coverage of all objectives, teachers have co-planned the full year, deciding which objectives they will cover in each half term. Further to ongoing assessment for learning, rigorous and regular moderation meetings inform subsequent teaching and learning in each year group. Within each unit of work, teachers embed opportunities for planning structures, drama conventions, verbalisation of ideas, vocabulary development, explicit modelling, shared practice, revising, editing, and publishing. Feedback is a thread which runs throughout all of this. Children receive timely feedback on how to improve their work at every stage of the unit. In order for this to happen, children are given the opportunity to regularly apply their knowledge in lessons, utilising key learning behaviours such as independence and creativity. Adaptive teaching supports all learners to make progress within lessons. The use of scaffolds, visual prompts, writing frames, toolkits and vocabulary banks are examples of how learners are supported.

Assessment

At Alexandra Park Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adaptive practice and targeted intervention provision. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made for all pupils. Feedback on children's writing is meaningful, motivational and personalised as guided by the school's feedback policy. Children are encouraged to take ownership of their next steps and reflect on how they can improve their writing, using feedback. Summative assessments are used to inform teaching and learning but also the allocation of key resources for structured, evidence-led interventions. All teachers have a long term assessment overview grid, which is used to collate evidence of writing attainment and progress throughout the year based on independent application of composition and transcription skills. In addition to this, each year group also administers spelling, punctuation and grammar assessments to help inform teaching and learning. Throughout the year, teachers assess and moderate the children at either working towards the expected standard, working at the expected standard or working at a greater depth. Subject leaders and phase leaders analyse this data and work alongside teachers to generate actions in pupil progress meetings to help raise standards in writing. We can then track the progress of all children and specifically key groups to monitor the impact of our implementation.

Collecting Evidence

Through a consistent and carefully designed monitoring cycle, subject leaders and members of the Senior Leadership Team have the opportunity, each half term, to conduct book scrutinies, pupil voice, learning walks and a review of planning. This cycle helps facilitate the sharing of good practice, embed and review new training, explore collaborative writing projects and ultimately raise standards of education. It also gives us the opportunity to listen to the children's voice and gather feedback on what helps them learn



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more effectively. Evidence is further collected from interventions that are carried out such as entry data, exit data and attendance so that the impact of these interventions can be monitored. Class forums are another way we collect valuable information. In these sessions, children regularly have the opportunity to discuss their learning. We value the children's views on subject development and learning behaviours.

Enrichment Opportunities

As a school we believe in providing the children with as many enrichment opportunities as we can in order to inspire their learning. Our writing curriculum and 'Aspire Programme' sparks children's curiosity and love of learning. Real-purpose writing projects help provide a genuine audience and motivate learners. A range of enrichment experiences inspire and encourage children to explore various career paths and consider how their writing education connects to their life now and future success. Other examples within the English curriculum include:

- World Book Day – To help promote a love of reading and writing we celebrate World Book Day. This is a celebration of writing, reading, books, authors and illustrators and is an opportunity for the children and staff to share their favourite books and stories.
- Author and Illustrator Visits and Workshops - Children also have the opportunity to meet and talk to authors and illustrators as part of our Aspire Programme. This not only helps develop their love of writing and reading but also shows them what is possible for themselves in later life if they follow their passions.
- Writing competitions - Our pupils have the opportunity to take part in writing projects throughout the year to help develop their creativity, application of writing skills and love of language. As a result, some children have taken great pride in seeing their writing being published into a real book for people to purchase and enjoy.
- Oscars – Children's writing is displayed around school and can often be celebrated at the end of year Oscars ceremony.

Review of Previous Targets for 2023-24

- There has been a significant amount of CPD focused around metacognitive skills and providing high-quality feedback for children. The effective deployment of 'Feedback TAs' helps teachers plan for more tailored provision and opportunities to discuss writing targets with a larger range of children. Feedback has also taken shape in the form of peer-reviews, through a structured approach in class using 'Magical Monitoring', which has developed children's collaborative skills and their ability to reflect on theirs and others' progress towards writing goals.
- The implementation of Read Write Inc Spelling is now in place for KS2 and support around consistency and assessment is ongoing this year.



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- Through the use of CPD time and collaborative planning, the writing curriculum now provides children with a variety of audiences and purposes which has been shown to raise motivation and levels of pride within their work as well as overall writing quality.
- Embedding effective adaptive practice has been integral to our school improvement. Through a range of monitoring systems, we have seen evidence of planning to ensure all children have the opportunity to succeed. The use of dual coding, scaffolding, modelling and flexible groupings have helped improve the quality of writing provision.

Targets for 2024-25

- Review and support teachers with the 'preparation' phase of writing so that children can develop more independence and confidence when writing for a range of audiences and purposes. This will include maximising the effectiveness of talk within the classroom, oral rehearsal of ideas, exploring vocabulary development and utilising a range of drama techniques.
- Continue to support teachers with the effective implementation of RWI spelling, ensuring consistency through coaching, monitoring and regular reflection points.
- Explore the use of assisted technology to allow children to express their ideas and develop their writing. Further to this, explore how the use of AI can enhance our writing cycle and provide further support for teachers.
- Embed the use of RAFT across all classes, ensuring the effective use of working walls linked to this and communication to children.

Longer-term targets

- To enhance the writing curriculum further through the development of oracy, linked to the Voice21 project.



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SEND

Writing: support for children with SEND and children not working at ARE

Possible indicators

- Fine and/or gross motor difficulties
- Being able to transfer ideas onto paper
- Speaking and listening difficulties
- Sensory processing difficulties
- Difficulties with application of spelling.

Individualised

Pre-teach key vocabulary and skills.
Specific interventions e.g. IDL, Catch up Literacy, Write from the Start, Motor Skills, Pegs to Paper, NELI and Early Talk Boost.
Handwriting follow up.

Targeted

Pre-teach key vocabulary. Orally rehearse sentences, counting the words on your fingers and repeating your ideas. Modelling segmenting and blending for spellings, using sound buttons to reinforce different phonemes and graphemes. Processing time given & key words emphasised. Voice recordings, knowledge organisers, word mats, writing frames to help scaffold learning. Partially completed sentences. Targeted vocabulary banks (with visuals) and differentiated writer's toolkits. Resources/equipment - Pencil grips, highlighted handwriting lines for correct letter sizing and dyslexia friendly paper. KS2 – Ensuring phonics understanding is embedded.

Universal

Embedding modelling (explicit instruction) into the writing cycle, narrating the writer's voice
Creating links between different units of writing and different year groups to help activate prior knowledge.
Share information visually as well as through discussion. Allow sufficient talk time to encourage thinking and idea sharing. Development of working walls including vocabulary generating and sharing – with context.
Key vocabulary should be clearly displayed and used repetitively throughout lessons (word banks with pictures to match).
Variety of feedback styles to support learners (self/peer and teacher). This will be timely and may be verbal or written). Opportunities for editing and redrafting of work. Use of planning frames (in different forms e.g. story maps, boxed up plans or timelines) to help children structure their ideas before writing. Give the opportunity for talk before writing to help rehearse ideas and develop points further.
Support learners to develop their fine motor skills through regular opportunities. Additional time.
Learning opportunities varied in order to support oral and written use of language. Use of drama and other collaborative strategies to develop vocabulary and sentence structure. given to record in different ways voice recording, scribe, mind maps, knowledge organisers and writing frames. Use of consistent well-structured spellings sessions – Essential Spelling.
Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual stimuli/resources. Verbal praise. Colour coding e.g. SPaG elements on words or sentences.
Feedback recognises progress and effort, as well as achievement. Providing a calm learning environment and clear/simple instructions.