

Writing at Colne Engaine C of E Primary School

How does this impact on our children's learning in Writing?

. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

How do we make this happen?

Children have opportunities to reflect on and improve writing through editing with chances of self, peer and teacher assessment providing clear next steps for learning.

We give children real-life opportunities and purpose to write like Parliament, Oxfam etc.

We support development of strong teacher subject knowledge through CPD. Staff are reflective with excellent subject knowledge who evaluate their teaching and the curriculum regularly against evidence-informed practices. We moderate writing regularly with other schools and within our academy.

Speaking and listening skills and word awareness teaching support children in articulating their ideas.

What do we want for our children?

- At Colne Engaine School, we intend for our children to leave Year 6 as, capable, independent writers, who not only understand the purpose and importance of writing within wider society, but they also positively engage in the process confidently.
- We intend for our children to be able to communicate and express themselves effectively through the written word across both fiction and non-fiction; including being able to write for a range of purposes and audiences.
- Have high quality writing experiences in order to develop pupils' competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).
- They will be able to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between sounds and letters in words.
- We aim to cultivate an enhanced sense of autonomy and authorship in children, whilst being inclusive and enriching, taking risks when writing; seeking to be original and creative as well as critical and reflective.
- We want our children to draw upon a rich exposure to quality literature so that throughout the writing process they can write as a reader and read as a writer, thus acquiring more ideas to manipulate and apply.
- We want to enable children to be effective communicators in both fiction and non-fiction and leave CEPS as a writer with true authorial agency.

Writing is taught in specific, meaningful and effective contexts through high quality personalised teaching that is appropriately differentiated to meet individual needs Teachers carefully model writing, including the thought processes that are required.

We underpin our literacy lessons through the use of high-quality texts. Children are taught well in daily Literacy lessons and frequent opportunities to write at length and across the curriculum too.

Each classroom has a stimulating writing environment which encourages children to be independent with high-quality resources and active working wall.

Our children are given time to apply their taught skills to an unsupported piece of writing and learn to edit and draft their work.

Spelling skills are developed using a phonics-based approach and in line with the requirements of the English National Curriculum.

Following a clearly sequenced and progressive program of study based on the National Curriculum objectives. We use a sentence stacking from Write Stuff to support.

Children develop a rich cultural capital, because they are exposed to high-quality knowledge and rich experiences like authors. This supports our children to become successful, well-rounded, global citizens, who can actively participate, and 'hold their own' with confidence.

Outcomes at the end of each Key Stage are aspirational from individual starting points

Children confidently apply their writing skills across other areas of learning and apply all their writing skills independently (including spelling and GPS skills)

Assessment generates clear understanding of writing, next steps, and individual needs to inform planning.

Children will increasingly be equipped with a strong command of the written word and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic

Children are keen to write and high-quality vocabulary; they talk with confidence and enthusiasm: courageous, brave and confident in themselves as authors.