



# Writing at Caedmon Primary

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Good writing gives children a voice to share their ideas with the world and is a skill which is vital for all of their schooling and their life beyond. We understand that writing is a complicated and intricate process so we ensure that the key skills for writing: handwriting, spelling, grammar and punctuation are taught using a systematic approach through a curriculum that also helps children generate content. We put high quality literature at the heart of our curriculum as we believe that a well-chosen text provides rich language models and structures from which children can learn how writing works and the effect it can have on a reader. At Caedmon, we aim that our children **want** to write and know **how** to write.

**Planning** – Teachers plan from the Caedmon Primary School writing curriculum, which is based on National Curriculum expectations. We incorporate quality literature to inspire our writing and use many of different teaching and learning approaches to support with content.

**Spelling** – We teach spelling daily using a systematic approach. In the Early Years and Key Stage 1, pupils are taught phonics using the Read, Write Inc Programme. In Key Stage 2, children are taught spelling daily, using the National Curriculum objectives and a multi-sensory approach.

**Grammar and punctuation** – We believe that having a good understanding of grammar is crucial as it underpins quality writing, allowing children to build words into sentences that communicate exactly what children want to say. For this reason, pupils are explicitly taught to use a range of different grammar and punctuation in their writing. We have a clear and progressive grammar curriculum and teach grammar daily as a tool to improve writing.

**Ideas for writing** – In addition to the technical skills, we want children to have generated so many ideas for their writing that committing them to paper becomes an easy next step. Our bespoke curriculum and high-quality texts and beyond give our children a wealth of knowledge and ideas for writing. Children are given time to talk about their ideas, develop vocabulary and immerse themselves in language before they begin to write.

**Sequence of lessons** – At Caedmon Primary School, each unit of writing follows a flexible and unique 'S' plan. Generically, there is a hook, task designs which are planned to meet the children's needs, a warm write and finally a hot write. The hook is the initial stimulus for the children and may create interest and mystery about the genre. After this lesson there will be task designs. These are bespoke – they address gaps in previous learning or teach aspects that we would expect to see in the genre, in line with year group expectations. This will include previously taught elements which teachers would like to see applied and also challenging new aspects. The warm task is designed to draw this new learning together. The nature of the final hot task is dependent on the genre and can either be a complete third version of the genre taught or a section of the genre where skills taught can be assessed. This piece will be assessed using a Task Bar, which the children consult independently, whereas the warm task has a Success Criteria which the teacher can teach explicitly. The full writing process may not always be used in Year 6 to allow time for more completed pieces of writing across a range of

genres and application of all skills taught. Editing or re-drafting a neat copy will still be an integral part of the process.

**Editing and Re-Drafting** – The editing process will be progressive across school, starting with basic editing in Year 1, moving to more effective and comprehensive editing by the end of UKS2. It will also take place at other points of the writing sequence as the teacher deems appropriate. Re-drafting and writing out a neat copy of writing will be used at the discretion of the teacher and usually be done once a sequence of work has been completed.

**Success Criteria** –The model for the success criteria in writing is to have a column of non-negotiable aspects, which children should be able to include, with additional scaffolds if needed. The second column should include aspects for further challenge. Self-assessment opportunities can be included within the success criteria.

**Vocabulary** – We create a language rich environment, focusing on enriching vocabulary, and the ways language is used effectively to impact the reader. Vocabulary is explicitly taught through our sequence of writing lessons and in particular during the planning of the warm write. During this lesson vocabulary is generated by the teacher and the class and added to the Writing Wall, to be used and developed within the warm and hot task. Dictionaries and thesauruses are also used within all lessons and children are encouraged to find new and ambitious language and to explain the reasons for their language choices.

**Assessment and Recording** – The writing sequence will predominantly be recorded in children's writing books. Formative assessment is used throughout the writing process and informs next steps and future teaching and learning. Within a warm/hot task there are recorded assessments as teachers will use a Success Criteria within the warm write and an Assessment Bar within the hot write to assess elements of writing against a year group expectation. Within both cases the teacher will identify areas of progress and areas for development. At the end of each term, pupils' writing is moderated and teachers rank their children across the year group, based on their teacher assessed judgements. Children are discussed in pupil progress meetings. Successes are celebrated and provision is made for any children whose progress or attainment has been identified as a concern and interventions agreed. These interventions are recorded on a year group provision map.

**Celebration and publication** – We celebrate writing through authentic publication and presentation across a range of platforms. We understand that presenting work for an audience gives children a purpose for their writing. We plan opportunities for book-making, publishing, displaying or final performance that brings the children's writing to a wider audience and creates pride in finished pieces.

**Feedback and Marking** – Within the S plan sequence of lessons teachers may encourage peer assessment and critique to support progress. A picture or paragraph of writing will be shared with the class for children to evaluate and improve it. This could be their own work, work completed by previous year groups or work which has been designed for critiquing by the teacher. This will inform their own editing process. On a daily basis, feedback will be given within lessons and live marking will be utilised to support learning. For marking, KS1 and KS2 will use a simple code to support feedback to children, along with the use of stamps. For example, Sp will be used to identify a spelling which the teacher feels a child should be able

to spell correctly. This can be in the margin or on the actual word, depending on the stage of the child involved.

**EYFS** - The children in EYFS develop their writing skills through adult led, adult directed and child-initiated learning. The areas of continuous provision allow the children to develop the skills for writing including; building the gross and fine motor strength needed to hold a pencil effectively and move their fingers and wrist effectively. The areas of provision also give the children a real purpose for writing; such as writing a shopping list in the house, or writing and posting their own Christmas list.