WRITING AT CEDAR PARK SCHOOL AND NURSERY

SUBJECT INTRODUCTION

At Cedar Park, we want children to love writing and so we have a sharp focus on:

- Reading high-quality and engaging texts
- Writing for a purpose
- Immersing the children literature and text types
- Rewarding them for quality writing

One of our core principles is to 'Be Inspired' and so we inspire writing through different authors and genres. All children complete Inspire Writes throughout the year, and staff are constantly blown away by the increasing quality of our children's literature.

INTENT

We are ambitious for all pupils and therefore teach a challenging curriculum that stretches children in their ability to:

1. Write for a purpose
2. Write using the correct style and register
3. Write using the correct English grammar, building in complexity each term
4. Write using a wide range of vocabulary

By the end of Key Stage 2, our aim is for all children to be able to independently write, demonstrating all of the elements of writing detailed in the KS2 assessment framework.

TO IMPROVE, OUR PRIORITIES ARE:

- Continue to stretch children's writing capabilities through the use of boxed up for children understanding the text purpose and anchor points for editing. In so doing, increasing the volume of children achieving beyond ARE.
- Continue to up-skill teaching staff, including the writing leader, by visiting other settings who deliver a quality writing curriculum.
- Ensuring there is a real focus on the early stages of writing, particularly handwriting.
- Intervention for identified disadvantaged children.

IMPLEMENTATION

Children are taught writing daily, using the Ready Steady Write scheme of work. Each half term includes two units of work, leading up to an extended piece of writing, which we call 'inspired writing'. This is in line with the school's core principles. We want our children to be inspired by authors and books.

The two units within a half term will be driven by a vehicle text, which challenges children through its rich vocabulary, sentence structures, imagery and social/political/economical topics. We passionately believe in children having a physical copy of the text, and so we have invested in class sets of all of our vehicle texts.

Grammar and spelling are taught in conjunction with composition and vocabulary. We do not move the order of vehicle texts around as they have been deliberately chosen so that children build on previously taught grammar. However, lessons within units are adapted based on assessment of individual children.

Each unit follows as four-part process of writing: Immersion, Analysing, Planning and Writing. It is this consistent learning journey that gives children the knowledge, skills and motivation required to write with inspired quality.

STRENGTHS

- Focus on the writing process as well as finished, extended pieces
- Exposure to high quality texts
- Example texts and WAGOLLs to help children understand what their writing should read like
- Broadening children's vocabulary
- Having physical books in front of the children
- Scaffolds that adapt learning to meet the needs of all pupils
- Writing outcomes
- Quantity of children reaching ARE before they leave us.
- Ready steady spell scheme for spelling is effective.

CHILDREN WITH BARRIERS TO LEARNING

At Cedar Park, writing is adapted to meet various needs. Adaptations include but are not limited to:

- Scaffolds for planning and writing
- Word mats
- Sentence stems
- Oracy as part of the immersion section
- Use of example texts and WAGOLLs children.

WRITING IN EYFS

During the early stages of writing, we provide opportunities for mark making using different media, using gross and fine motor skills in readiness for controlled pencil movements. Through our phonics scheme, Supersonic Phonic Friends children learn letters and sounds. They learn to apply their phonetic knowledge when writing words, identifying sounds as letters and writing simple phrases and sentences that can be read by others. The Ready Steady Write scheme is used in Reception.

SUBJECT OUTCOMES

- 86% of children leave Cedar Park at age related expectations
- Pupils with SEND make progress in line with their peers.
- EAL pupils make progress in line with their peers. Intervention for identified disadvantaged children.

SUBJECT ASSESSMENT

Each year group has a clearly set out list of objectives that need to be achieved within the well-thought through unit sequence. This is in line with our TAFs, which teachers use to formatively assess their children's writing.

It is after formative assessment that teacher adapt learning within a unit. Teachers also use Check In time in order for children to self-edit or to conference 1:1 with children.

Teachers moderate writing with senior staff internally, as well as moderating with schools that belong to the Chiltern Area Partnership. Example texts and WAGOLLs are pitched at a high level for each year group, exposing both staff and children to the expectations of Greater Depth.

Cedar Park School and Nursery
01494 711918
office@cedarpark.bucks.sch.uk