



### Writing at Westfields Junior School

At Westfields Junior School, our intention is that all children leave with the tools to be imaginative, confident and accurate writers. Writing opportunities are based upon exploration of high-quality texts and authors, using these as a model for their own writing. Through exploration of these texts, children learn how to make choices regarding spelling, punctuation, grammar and vocabulary, selecting these appropriately for the audience and purpose. These skills are embedded and built upon with regular opportunities to practise as well as high expectations from teachers. When children's skills fall below the expected standard, targeted support is given to close the gap. Westfields' writers strive to have secure transcriptional skills which allow them to effectively compose writing, using their imagination and excellent understanding of text types. So that children move to secondary school with the skills and knowledge required to succeed in all areas of learning.

### Coverage

- Transcription – within lessons, children are taught strategies and rules to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. This enables them to write down ideas fluently and accurately.
- Composition – across all writing learning journeys, lessons incorporate development of effective composition. This involves forming, articulating and communicating ideas, and then organising them coherently for a reader. Children explore a range of writing forms, purposes and audiences ensuring they have a clear awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Ensuring handwriting is fluent, legible and speedy is developed through handwriting lessons and starters.
- Through exploration of high-quality texts found on our Literature Spine, English writing learning journeys are divided into 3 sections:
  1. Stimulate and generate - reading, exploring characters, settings or themes and exploring author's vocabulary choices (includes the opportunity to apply knowledge of previous writing styles to the text stimulus as a longer writing piece (Site of Application write - S.O.A).
  2. Capture, sift and sort - exploring quality examples of texts, investigating and applying grammatical features within practise writes (Apprentice pieces) and exploring and applying vocabulary choices.
  3. Create, refine and evaluate - planning and recording ideas, drafting and writing and then editing, evaluating and refining written pieces.

### Progression

- The National Curriculum for English develops progression through the Years 3 & 4 and the Years 5 & 6 curriculum and progression documents for each year group have been developed.
- Long and medium term planning is carefully developed to include age related texts with increasing complexity in themes.
- The complexity of tasks and activities ensures progression is evident through the year and from year to year.
- The literature spine has been thoughtfully planned to include increasingly more complex texts as the children move through the school.
- Our spelling scheme is progressive in content with each year group having their own sets of words to learn and spell correctly. This included the Year 3&4 and Years 5&6 statutory spelling lists.
- Features of writing genres are progressive with Learning Journey front covers detailing the features to be focused on in each year group.

### Enrichment

- Whole school writing events
- Writing competitions
- Poetry Slam

### Cross-Curricular Links

Texts to stimulate writing have been carefully selected to develop the children's knowledge across the curriculum as well as PSHE and SMSC skills.

- Year 3 – London, Japanese and Egyptian themed texts (Geography); animal, bones and habitat themed texts (Science); Stone Age, Bronze Age, Iron age, Ancient Egyptian themed texts (History).
- Year 4 – Ancient Greeks, Romans and Celtic themed texts (History); water and African themed texts (Geography); winter themed texts (RE, DT).
- Year 5 – Earth and Space themed texts (Science); Anglo-Saxon and Viking themed texts (History); Mexico and rainforest themed texts (Geography).
- Year 6 – World War II themed texts (History); Amazon, locational and natural disaster themed texts (Geography).

### Assessment

- Whole class and verbal feedback
- Use of retrieval practice at the beginning and end of lessons
- Use of quizzes, starter & plenary activities
- Teacher assessment, self-assessment and peer assessment of activities and tasks
- Weekly Spelling Tests
- Site of application (S.O.A.) and final writing pieces
- Biannual spelling ages
- Internal and External Writing Moderations
- Termly summative assessments
- Teacher assessment for SATs

### Inclusion and Challenge

- Everyone has access to the English Curriculum.
- Key vocabulary is shared and discussed throughout lessons.
- Key skills are modelled by adults through shared and guided writing.
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches. and strategies, task design and differentiation.
- Lesson structures are pragmatic to ensure every learner meets the learning objective but the routes children take may be different.
- To support children, differentiation will include: self-selection and tiered activities; writing mats, word banks, planning structures and scaffolding of questions; adult support and peer-support.
- Pre-teach, mop-up and writing interventions are utilised across every year group.
- To challenge children, complexity of activities is varied.
- 1:1 feedback is carried out to both support and challenge writers.