



Writing at Ludlow Primary School

Our Curriculum Drivers at Ludlow Primary School			
Social Skills and Language	Global Identity	Aspirations, resilience and growth mindset	Physical and mental health and well-being
Our Core Values			
Independence	Happiness	Honesty	Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children become confident communicators in the spoken and written word - able to appreciate the craft of writing whilst knowing how to engage, entertain and influence audiences.

What Writing looks like in our school:

- ✍ Opportunities to develop a child's imagination and inventiveness whilst forming the basis of a lifelong enjoyment of writing.
- ✍ Inspiring children to value our rich and varied literary heritage - walking through doors to the past, present and future - and linking writing closely to storytelling and the habitual enjoyment of reading.
- ✍ A nurtured culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.
- ✍ We endeavour to teach children to write with confidence, orchestrating a range of independent strategies to self-monitor and correct.
- ✍ A curriculum designed to allow children to take an interest in words and their meanings – developing a growing vocabulary in spoken and written forms in order to communicate opinions and ideas, and further their learning in all curricula areas.
- ✍ Children form a secure knowledge-base in all aspects of English, which follows a clear pathway of progression (following the aims of the 2014 National Curriculum) as they advance through the primary curriculum.

This is our philosophy:

- ✍ Children learning to be effective communicators through not only the written word but also orally and across a range of media formats.
- ✍ Children immersed in the written word through exposure to quality texts and adventurous vocabulary.
- ✍ Children inspired to write through resources, experience and the adults they engage with.
- ✍ Children developing an awareness of audience and realising that their vocabulary choices have impact.

This is the knowledge and understanding gained at each stage:**By the end of EYFS pupils will:**

- ✍ Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

By the end of Key Stage 1 pupils will:

- ✍ Apply the RWI phonics knowledge to correctly spell including common exception words and contracted forms.
- ✍ Write from memory simple sentences dictated by the teacher
- ✍ Correctly form and space their letters and key punctuation.
- ✍ Develop positive attitudes towards and stamina for writing

By the end of Key Stage 2 pupils will:

- ✍ Spell with greater confidence and able to use a dictionary should it be needed along with knowing a greater range of punctuation and grammar techniques
- ✍ Be effective written communicators – having a greater awareness of purpose, atmosphere and audience when they write
- ✍ Know a wider range of authors and genre
- ✍ Know that to give and receive constructive and supportive feedback is important
- ✍ Enjoy writing and see it as a form of expression

This is how it works:

-  Early writing is taught through mark making, then when the children begin RWI phonics, they are taught the correct letter formations. This begins with writing cvc words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.
-  Writing is assessed consistently throughout the year through hot and cold tasks to begin and end each unit of writing. Teachers use this to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
-  There may be a 'hook' to start the unit.
-  Each lesson is planned and the needs of each child taken into account so that resources (including LA support) can be prepared/implemented.
-  Text are chosen/created to set high expectations and to mirror the grammatical features planned in for the unit.
-  Children are taught using the TALK for WRITING approach aimed at oral re-telling of a text - committing the vocabulary to memory. Teachers plan their genre and complete the imitation, innovation and invention processes.
-  There is a need for clear and purposeful modelling by staff where they demonstrate expectations, word choices and thought processes. Teaching/LA staff may update support materials e.g. working walls, word banks, writing toolkits whilst the modelling takes place.
-  Washing lines and working walls reflect the current learning and act as a resource bank for children to interact with should they wish to.

This is what adults do:

-  Plan exciting progressive lessons which build on prior knowledge, sometimes linking to other areas of the curriculum.
-  Choose texts that will engage children and prompt discussion.
-  Celebrate writing in class – knowing that each child's success criteria will be specific to them.
-  Showcase writing where a child has shown 'Pride in Presentation'
-  Teachers use assessment to identify the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
-  Interventions on specific areas of weakness will be carried out by the class teacher or teaching assistant.
-  Teachers will moderate across year groups and partner schools
-  Create a supportive, learning environment that engages children's interest in the topic being studied e.g. working wall, visual prompts, vocabulary choices, targets
-  Regular book scrutiny, pupil perceptions and planning audits.
-  Whole school professional development.

This is how we support:

-  Work might be differentiated at the planning stage so that all children are able to meet the learning objective. Alternative targets or smaller steps may be given.
-  Visual aids, word banks or prompts may be used to give children confidence to make choices in their writing.
-  Small group/1:1 adult support given where required – allowing for a change in pace or a specific focus.
-  Set high standards and maintain expectations
-  Opportunities to record ideas using a range of alternative media.
-  We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
-  These pupils will then receive additional support or resources to use.
-  Some children may receive pre-teaching to ensure they have sufficient understanding in order to access the next episode in the teaching sequence.

This is how we challenge:

-  Lessons will be differentiated.
-  Additional activities/targets to stretch the learning within the lesson.
-  Small group work with alternative/extended discussion points
-  Specific teaching on advanced/complex features

This is how ensure all children can access the curriculum:

-  Children are identified and discussed at Pupil Progress Meetings if concerns are present.
-  Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
-  Seating children alongside good role models to support one another.
-  By providing visual/practical prompts.
-  Teaching lessons using a range of different techniques.
-  More frequent repetition and revisiting to help make it stick.

This is what you might typically see:

- ✍ Engaged learners who are proud of the writing they produce.
- ✍ Children reciting a learnt text with actions to aide memory/recall.
- ✍ Children keen to include new vocabulary/grammatical techniques within their writing.
- ✍ A learning environment where it is accepted that using resources and toolkits is what good writers do.
- ✍ Children talking, sharing and reflecting upon their learning

This is how we know how well our pupils are doing:

- ✍ Lessons are planned with children prior knowledge/assessed level known.
- ✍ Marking and feedback by teacher and peers.
- ✍ Displays of work in classes.
- ✍ At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
- ✍ Assessment tracked at the end of each half term and entered onto ScholarPack.
- ✍ Book scrutiny, pupil perceptions and planning audits.

This is the impact of the teaching:

- ✍ Children who enjoy communicating through the spoken or written word.
- ✍ Inquisitive and reflective learners.
- ✍ Children who can see the purpose of grammatical features
- ✍ Children who can see how vocabulary choices can change the overall impact or inferred meaning of a piece of writing.
- ✍ Children who are able to create imagery in the mind of a reader
- ✍ Children who are able to affect their reader emotionally.
- ✍ Children who can transfer their skills into foundation subjects.
- ✍ Cohorts of children leaving their primary school phase with standards never less than the national average.