

Writing at Rossmere Academy

Intent

Our intent for Writing at Rossmere:

Early Writing

- High quality child/adult interactions to support and develop a love of making purposeful marks.
- A wide variety of opportunities for children to explore early writing through child initiated and adult led teaching.
- An environment for learning to ensure all children can be successful including those who are disadvantaged or have SEND.
- An environment that observes and challenges children with a writing flair that can be extended encouraging independence.
- Purposeful writing opportunities that can be transferred across all areas of their learning.
- A positive atmosphere to nurture a love and passion for writing.

Writing

- A promotion of diversity, equality and prepare pupils for their future.
- High quality learning experiences in order to develop competence in transcription and composition.
- Opportunities to prepare the children for the next steps in their education and beyond.
- Purposeful writing opportunities that can be transferred across all areas of their learning.
- The ambition that all pupils will develop the knowledge to succeed in life, including those who are disadvantaged or have SEND.
- Opportunities to extend greater depth writers.
- Writing that is taught coherently and sequentially, giving all pupils sufficient knowledge and skills for future learning and employment.
- Teaching of writing that meets the needs of pupils with SEND to develop their knowledge, skills and abilities to apply what they can do with fluency and independence.
- An assurance that all pupils study a full writing curriculum that isn't narrowed.

Implementation

Our implementation for Writing at Rossmere:

Early Writing

- Teachers planning and delivering opportunities for children to develop their upper arm and shoulder strength sufficiently while also ensuring opportunities for the child to move and rotate their lower arms and wrists independently.
- Children learning how to hold a pencil competently and developing an efficient handwriting style ensuring that they can form letters correctly.
- Towards the end of the EYFS journey, it will be an expectation that a child will hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Children being able to orally rehearse a sentence (memorise) they wish to write.
- Teachers supporting children to use a capital letter and a full stop and being able to re-read a sentence to check it makes sense.
- Children being given opportunities to spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Teachers supporting children to write simple phrases and sentences that can be read by others.

Writing

- Giving opportunities to explore diversity and equality in writing tasks.
- The use of high quality texts that children will read and use to plan and create their own writing.
- Teachers planning and delivering English lessons that provide opportunities to extend more able writers and provide opportunities for SEND and disadvantaged pupils to succeed.
- Children learning how to plan, revise and evaluate their writing effectively.
- Children being able to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between sounds and letters in words.
- Teachers developing pupils' composition skills to ensure that they can form, articulate and communicate ideas, organise them coherently for a reader, showing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
- Teachers providing opportunities for children to develop fluent, legible and, eventually, speedy handwriting.
- Teachers gradually releasing responsibility so that children develop more independence over time.

Impact

The impact of Writing at Rossmere:

We will measure the impact of our high quality writing curriculum through the following benchmarks:

Early Writing

- Through high quality child/adult interactions, children will become confident writers.
- Children will make excellent progress, with more children challenged to reach ARE 'expected' at EYFSP.
- Progress will be seen in the quality of writing the children produce on display, in floor books or in phonics/writing books.
- Children will be ready for their transition to be successful in their next stage of education.
- Carefully planned writing opportunities will support those children with SEND or those considered disadvantaged to be successful and achieve the best possible outcomes.
- Impact will be clearly seen from results achieved in national tests in that attainment is in line with national expectations.

Writing

- Children's writing to demonstrate they are aware of our diverse world and that they understand the importance of equality.
- Children will make excellent progress in their independent writing, with more children achieving greater depth.
- Children develop detailed knowledge and skills in writing and make at least good progress.
- Progress will be reflected in the children's work the children produce in books.
- Where available, impact will be reflected in results from national tests, where attainment and progress of writing will improve to be in line with or above the national average.
- Children will be ready for the next stage in their education.
- Disadvantaged children and those children with SEND will achieve the best possible outcomes.