



WRITING at Mousehole School

Intent

At Mousehole School, the teaching of writing is a crucial part of our curriculum. It is based around REAL projects and is thus both purposeful and inspirational. All children from Foundation Stage to Year 6 are taught the skills of composition, drafting and editing. We aim for children to be passionate about producing well-crafted and beautiful pieces of writing that they are proud to share.

Our intention is for pupils to be able to write independently for an audience, applying the grammar, punctuation and spelling skills they have been taught. The children will be given the opportunity to write extended pieces of writing each term.

Implementation

How is writing and assessed taught?

- We use carefully selected, high-quality texts to model writing.
- Early writing is taught through daily phonics sessions, extensive mark making opportunities, focussed fine and gross motor activities, regular handwriting practice and discrete teaching (TeachHandwriting.com).
- Writing from Year 1 to Year 6 involves the teaching of text specific skills. Talk for Writing techniques are used in reception and Key Stage 1 to embed language patterns and introduce aspirational vocabulary.
- The children are taught how to improve their writing, through the use of editing stations. Each class has clear routines for the use of editing station with the necessary resources for improving; vocabulary, spelling, grammar, handwriting and punctuation.
- Regular opportunities for peer critique are provided, to allow the children to review and edit their own writing and the writing of their peers. The children have been taught the techniques of meaningful critique.
- Multiple-drafting of work allows children to produce high-quality pieces of writing, that they are proud to present to an audience or include in their Voyage books, that document the best pieces of work throughout their time at Mousehole School.
- Writing at Mousehole School is woven into all aspects of the curriculum and it is just as common for children to plan, write and edit pieces of writing in a science or history focussed session of their project, as it is in an English lesson.
- The children are taught that their writing should be purposeful and produced with a suitable and relevant audience in mind.
- With the use of carefully selected texts, the teaching of writing is intrinsically linked with the skills taught in reading lessons.
- Teachers use the Babcock moderation materials to assess writing internally and externally.
- Those children who require extra support, receive this through small group interventions.
- A lunch time writing club, delivered by the English lead annually is designed to extend selected Year 6 children in achieving Greater Depth and those children that have specific areas of their writing that they need to work on.

How are spellings, phonics and grammar taught?

- Children in Key Stage One are taught phonics in specific groups that teach them at the correct level and move them on quickly. Children in Key Stage Two, who need this approach, can also access this in order for them to be confident at spelling and de-coding. For more information on the teaching of Phonics, please see the *Reading Statement of Intent*.

- Spellings are taught discreetly at least twice per week in Key Stage two. The spellings taught are linked to the statutory word lists. There is regular discussion about the definitions of words and their application in sentences. Spellings are taught through the study of common spelling patterns and rules, using Nessy mnemonics, games and regular practise. Children are given an age appropriate spelling list every week that they are quizzed on it. Parents are encouraged to play a range of strategies and games, listed on the school website to make the learning of spellings fun and purposeful. Those children that require extra help with their spellings are given opportunities to practise in small groups and have fewer words to learn each week.
- Grammar is taught discreetly and reinforced through all English work. Careful, sentence level analysis allows children to recognise the range of aspirational, age-appropriate sentence types. They are then expected to apply these in their own writing.

Impact

The writing curriculum is evaluated through

- Analysis of data
- Externally: trust moderation, termly head teacher peer review and trust executive lead review.
- Internally: internal moderation, learning scrutiny, informal review, planning scrutiny, lesson drop-ins, informal observations.

Performance data

Phonics

	School	School Pupil Premium	National
2017	76%	0%	81%
2018	80%	NA	82%
2019	77%	50%	81%

KS1 Writing

	Expected Standard		Greater Depth Standard	
	All children (Nat)	Disadvantaged	All children (Nat)	Disadvantaged
2017	92% (72%)	NA	14.3% (16%)	NA
2018	81% (74%)	50%	12.5% (16%)	50%
2019	73% (73%)	50%	6.7% (15%)	50%

KS2 Writing

	Expected Standard		Greater Depth Standard	
	All children (Nat)	Disadvantaged	All children (Nat)	Disadvantaged
2017	100% (76%)	100%	20% (18%)	25%
2018	86.7% (77%)	100%	0% (20%)	0%
2019	95% (77%)	66.7%	20% (20%)	0%

Writing Progress

	All children	Disadvantaged
2017	-0.3	1.3
2018	-1.4	0.7
2019	2.1	0.9

Summary

Progress measures for writing have recently lagged behind reading. We are pleased that work on writing is showing impact in our progress scores in 2019.

Our progress scores for pupil premium are consistently in line or above non-disadvantaged children.

Attainment of writing GDS lags behind reading and maths although performance of KS2 pupils in 2019 and internal data for lower year groups suggest that this has been addressed.

In the last 3 years, phonics results have been in-line with national averages. All year 2 retakes have been successful with secure scores. There appears to be some underperformance of PP children in phonics screening. However, limited no. of PP children in KS1 in the last 3 years mean that we must interpret this data carefully and continue to monitor the progress of individuals as well as cohorts.