

The of art writing at North Duffield Primary School

Intent

At North Duffield Primary School, we believe that when experiencing daily, quality Literacy sessions, children will learn about the joy, self-expression and creativity of writing. This will be achieved through immersion within class novels that are pertinent to the children developing a love of literature, as well as providing an expert context to develop and exceed (in many cases) the grammatical requirements of the National Curriculum. As well as promoting a love of literature, these novels drive the school's literacy curriculum and have been carefully selected to target our whole school curriculum's core elements (drivers) of 'Diversity, Spirituality and Possibilities'. Thus, enabling our children to explore resilience, reciprocity, reflection and resourcefulness through the safety and escapism of characters in a quality text; enhancing the development of empathy - a life skill. Whilst experiencing the joy of progressive reading and learning, from carefully chosen literature, our children will develop the skill of thinking as a writer and manipulating this media to influence their reader.

Implementation

Children will study grammar and sentence structure each day, initially in isolation, and then within the context of the class novel, Each teacher will produce a scheme of work, which encompasses sequenced lessons that link in all of the statutory requirements of the National Curriculum, as well as personalised writing experiences to enthuse and motivate developing writers. The National Curriculum requirements are taught through a variety of approaches, such as:

- Speaking and listening activities (including vocabulary development)
- Drama activities
- Exploring modelled examples (shared writing, guided writing)
- Discrete spelling, punctuation and grammar lessons
- Applied independent writing sessions (planning, drafting, editing, up-levelling and presenting)
- Handwriting practice

Launchpad for Literacy

Launchpad has been introduced to support and develop key language skills. During EYFS and Year 1, children will develop key progressive language skills through the Launchpad

for Literacy approach; a skills framework developed for Teachers and TAs to embed within Quality First Teaching. The approach provides staff with a tool to analyse what children can do within their everyday speech and language, and set next steps. It very simply enables a progressive language skills framework to be applied through daily teaching and learning activities, which is essential to the development of reading and writing.

Within the Early Years, the facilitation of skill (next steps) is delivered through targeted good practice and quality interactions. Interactions and language enrichment become more specific, underpinned by a greater awareness of progressive next steps and gaps to be filled.

Handwriting

We believe it is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage and KS1 at North Duffield Primary School, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style using 'Rainbow Writing' and transitioning to cursive in Year 1; or when appropriate for the child's level of development.

Teachers are expected to model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

Spelling

From Year 2, classes follow a progressive spelling scheme - Rising Stars and Learning to Spell. Through daily exploration of spelling patterns and rules, we aim to create confident and proficient spellers using a 'cued' teaching approach to help learners self-evaluate which part of a spelling they find difficult, and help them to create methods to eliminate the difficulty. Our teaching also include:

- vocabulary exploration or word origins,
- word families,
- roots,
- suffixes and prefixes
- proof reading
- using dictionaries and thesauruses

Application of learning

Children will revisit previous learning daily, to ensure they rehearse and begin to memorise key grammatical and spelling features or patterns. Children are encouraged to apply grammatical understanding through carefully modelled teacher writing and numerous opportunities to talk about (and practice) application. There are many

opportunities, through use of the class novel, to 'box up' the author's style (identifying all grammatical features) and attempt to emulate it.

The scheme of work is followed and adapted, through assessment of and for learning, to meet the daily needs of the students; including those with SEND or higher ability, where the teachers would adapt or extend the activity or environment accordingly, thus ensuring progress.

Writing is assessed termly through use of the 'Chris Quigley' milestones, where all children's work is photographed and filed, creating an ongoing record of progress and enabling teachers to identify areas for development and adaptation of next week's or term's planning around the class novel.

Impact

Every child will leave North Duffield richer in language and have the ability to apply their knowledge within their writing. Each child will be wiser in their knowledge and understanding of the world, and its diversity, and be able to make clear links to explain and demonstrate their understanding. Children's understanding and empathy of others will stand out; they will be collaborative and have a very clear understanding of what constitutes a healthy relationship, as well as fostering a love of writing.