
Kenn and Kenton Federation

Writing Intent, Implementation and Impact

Intent

Writing is a vital part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. We want every child to leave the Kenn and Kenton Federation with the skills of an excellent writer who:

- has the ability to write with fluency and has an author's voice.
- can think about the impact they want their writing to have on the reader and know how they will achieve this.
- has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description.
- displays excellent transcription skills that ensure writing is well presented, punctuated, spelled correctly and neat.
- plans, re-reads, edits and improves their writing so that every piece of writing they produce is to the best of their ability and better than they last.

Throughout their time in the Kenn and Kenton Federation, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is also important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Implementation

Literacy is taught through high quality texts that link where possible to our topics, using cross-curricular links. We follow Letters and Sounds Phonics in EYFS and KS1 and then use the Westover Green for whole class spelling from Year 2 – Year 6. Writing is linked to topic. We aim to link all subjects to our thematic approach where possible. At times this can be through the development of vocabulary in other areas of the curriculum ie mathematical language, from our sports coach in PE, or scientific or Design Technology skills in Forest School.

We adapt the curriculum, the support provided and the challenge of skill application to a range of situations for children with SEND and for the most able. We take care to note that the abilities of children may differ across subjects and according to the skill being taught, so ensure that we fine tune what is provided according to individual need.

The development of oracy and debate across the curriculum enables children to understand how others use language and how they can use it to the best effect themselves. This enables them to be effective and confident communicators and prepares them for their adult lives.

We use writing Teaching Sequences that focus on a key text from EYFS to Y6, as the vehicle for teaching writing. This is to ensure a consistent and systematic approach to teaching the skills of writing across all cohorts.

Drama is used as a tool to inspire and improve creative writing skills, enrich language development, build comprehension skills, and extend vocabulary.

Early writing is taught through early mark making, then when the children begin phonics they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. The children also learn to remember and write stories using the Talk for Writing approach. They are encouraged to write independently in continuous provision.

This process continues into Year 1, where children are encouraged to use the sounds they have been taught. They have access to sound mats, when they are writing, whether this is with the teacher, or independently.

Writing from year 1 to year 6. Teachers use the cold task before they begin the new Talk for Writing text. They 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 punctuation.

After the teaching of a unit, teachers assess the hot write (independent writing) at the end of the unit and compare this to the cold task. Interventions on specific areas of weakness, happens during feedback in lessons.

Teachers use the Babcock and or the SLN moderation materials to assess writing. It is expected that teachers will moderate across year groups and federation teams in time for data drops during the year.

The teaching of vocabulary is a priority. This ensures that all children are regularly read to in class and high quality texts are used.

Spelling

Grammar is taught through the model text, but also through discrete lessons. We use Westover Green and Spelling Shed to provide teachers with usable resources that explain the terminology; this also supports teachers' subject knowledge in this area.

Subject leaders play an important part in the success of the curriculum by leading a termly programme of monitoring, evaluation and review, embedded in our School Improvement Plan, and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Training for teachers across all subjects forms a fundamental part of this, based on annual staff competency audits. The focus of this is to ensure that children experience high quality learning in all aspects of the curriculum.

Impact

Key Stage 2 progress and attainment data (taken from the IDSR)

- We know that the approaches that we have implemented in the teaching and learning of writing are having a direct and positive impact on the **progress** for our students in KS2 across the Federation. In the academic year 2018 - 2019, our Key Stage 2 writing progress in Kenton showed that all children were in the highest quantile (top 20% nationally) whilst children at Key Stage 2 in Kenn fell into the second quantile (top 40% nationally).
- In Kenton, there has been a significant upward trend in writing **attainment** in Key Stage 2 over the last 3 years from quantile 5 in 2017 to quantile 1 in 2018 and 2019 (top 20% nationally). In Kenn, there has been a 3 year upward trend in writing attainment from 2017 (quantile 5) to 2019 (quantile 1-top 20% nationally).

Key Stage 1 attainment data (taken from the IDSR)

- In KS1, we are seeing a developing picture. At Kenton, supporting writing in Key Stage 1 is a priority; this is an area that we are focusing on to ensure that the new, increased expectations in writing result in equally high outcomes. Teachers will have a secure understanding of those children who are working below and towards the expected standards in writing and will have clear, focused interventions in place to support these children. At Kenn, the data indicates an upward trend from 2018 (quantile 4) to 2019 (quantile 2-top 20% nationally). Targeted interventions are currently in place for the lowest 20% of children with the aspiration to maintain this upward trend.

The Writing curriculum is evaluated through the following methods:

- Moderation -evaluated by learning walks, drop ins, pupil conferencing and work scrutinies.
- Summative assessment occurs using the Babcock assessment materials and moderating across year groups. The analysis of this used to identify areas of development and any children who are not making expected progress.
- KS1 and KS2 outcomes have been moderated by external moderators –
KS1 Kenn - 2016 and Kenton 2019
KS2 Kenton 2016 and Kenn 2018