

Beyond Expectations - Writing

We want every child to be able to write with confidence, write legibly, with fluency and accuracy and be able to write in a range of genres. We want our pupils to get pleasure from writing and to be able to organise their writing in logical and coherent forms, for a variety of purposes.

Whilst we recognise the need for our children to understand grammatical concepts and structures, nothing can replace the joy of writing and being able to convey thoughts and ideas through written media. Through our schemes of work and teaching programme, we aim to:

- Develop powers of imagination, inventiveness and creativity;
- Support children in taking into account the needs of the audience;
- Help children understand word structure and use their knowledge to write accurately;
- Teach that correct spelling is important;
- Teach the phonic/graphic relationships in the English language and spelling patterns and strategies in order to spell correctly;
- Develop fluent and legible handwriting;
- Encourage children to take pride in their presentation.

We expect our teachers to provide children with a range of engaging opportunities to write. Children write much more effectively when there is an inspiring stimulus. We also provide opportunities to write frequently and often across a range of curriculum areas. Teachers will demonstrate, scaffold, explain, question and model the writing process.

Our schemes of work will follow the national curriculum expectations but we will supplement this with a range of other resources, such as Talk for Writing and the Big Write. All our academies are expected to have a coherent teaching programme in place for English which draws on up to date practice and research. Teaching should maintain high expectations at all times whilst seeking to identify and address gaps in children's knowledge and understanding.

Teacher assessment is continuous and responds to children's needs throughout the learning cycle. Evaluative marking informs future improvements, planning and target setting. Marking highlights where children have met success criteria and the next steps for children to take. Children are encouraged to respond to marking frequently with a view to improving their work. Marking and discussion with pupils leads to targets being set for pupils. Teachers are expected to set ambitious targets for pupil progress and to ensure that all children are given every opportunity to succeed.

We recognise the fact that children enter school with a range of language and experiences. We seek to draw upon these experiences and develop them to aid children to write effectively and successfully. We take account of children with special educational needs and disabilities when planning. We provide opportunities for all pupils to extend their learning and deepen their understanding, giving them time to produce extended pieces of writing.

