

'You can make anything by writing.'

(CS Lewis)



# Writing at Clapgate



'You can't use up creativity. The more you use, the more you have.' (Mary Angelou)

## Vision



Pupils at Clapgate will be given creative and engaging contexts to write within, encouraging them to become confident, fluent writers. They will always write for a target audience with a purpose in mind. Our pupils will be given access to high quality texts to read and there will be a balance between teaching the features of specific genres and covering the technical aspects of writing. Our pupils will view mistakes as learning opportunities and use them to edit and improve their writing.

## Vocabulary



Our writing lessons develop vocabulary and oracy through imagineering, the use of a wide range of drama strategies, creative context days, real life experiences, group work, paired talk, discussions and debates, adults modelling good vocabulary in their own speech, rich questioning to gather ideas and the expectation that children talk and answer questions in full sentences.

We have picked rich, varied texts to develop vocabulary further.

## Keep up and catch up

Through formative assessment we identify children who are at risk of developing gaps in their learning and address these within lessons, or through interventions.

## SEND

In most cases, children with SEND are given appropriate supports within lessons as per their SEND plan. Year 3 children are streamed according to their needs with an extra teacher. A group of UKS2 children access writing provision with a specialist teacher. Interventions are also used as necessary, including Rapid Writing and Read, Write Inc. interventions.

We understand the importance of fostering a love of writing for our children, supported by encouraging and positive staff who help our children to build resilience and independence. We have designed a long term plan with high quality texts to inspire writing.

Pupils at Clapgate know that effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary, spelling and grammar. In order for our pupils to become fluent, creative writers our lessons are :

- creative, active and full of speaking and listening opportunities.
- challenging and enjoyable.
- designed to encourage pupils to express their ideas.
- rich in texts and vocabulary, including during modelled writing sessions.
- responsive to the needs of each pupil.
- differentiated through guided writing, questions, resources and teacher/TA support.
- covering the full range of writing expectations including grammar, punctuation, spelling and handwriting.



## Assessment

Alongside daily formative assessment (roving the room, TA feedback, listening to and questioning pupils, evaluating lesson outcomes), we use Alison Phillipson writing assessment grids for Y1, 3, 4, and 5 and the end of key stage frameworks for Y2 and Y6. Every half term, pupils produce a minimum of one independent piece of writing which is used for summative assessment purposes, as well as formatively to provide feedback and appropriate targets. Teachers formally moderate judgements across classes and years groups on a termly basis with support from the writing lead and SLT. Regular pupil progress meetings support our assessment of the pupils and statutory assessments are made at the end of each Key Stage.