



## Writing at Unity Academy



### Intent

Unity academy believes that writing skills are vital to the development of children so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum 2014, determines the ambitious knowledge and skills that each phase and Key Stage must cover. The curriculum is coherently planned and sequenced towards building cumulatively sufficient knowledge and skills to ensure children succeed in an ever-changing world. Through using quality key texts, a diverse range of genres are studied. A variety of strategies are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures which include peer editing and improving. Adults use every opportunity to model the writing process so that children see adults as writers. This is developed across both key stages, so that children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- are re-engaged with writing
- show high levels of engagement and achievement and exhibit very positive attitudes towards writing;
- use and develop a love of writing to understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing: to inform, discuss, persuade and entertain
- apply their grammatical knowledge in their writing
- apply their phonetical and spelling knowledge in their writing
- apply their knowledge, skills and understanding of the English language in all areas of the curriculum.

### Implementation

Unity's daily English lessons from Year 1 to Year 6 are carefully sequenced and structured to assist children to remember more and learning cumulatively builds on skills. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression Reception Class & then through to the National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning and development. 'Communication & Language' is one of 3 prime areas that are

fundamental to supporting their language development. 'Communication & Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction. For pupils working on EYFS targets, teachers use the Drawing Club programme in order for children to learn the writerly skills.

At Unity, we teach Grammar in context and, if needed, in discrete sessions, which is then applied in children's writing. Spelling progression from Y1 onwards is based on the The National Curriculum 2014 which involves several short 15/ 20 minute teaching sessions a week. Sequences of learning are based on a variety of sources: Babcock resources/ Literacy Shed Plus/ CPLE and targeted to respond to the children's needs. Planning is adapted where necessary to meet all children's needs. Audience and purpose are central to the learning.

In daily English lessons across both Key Stages, teachers carefully plan a sequence of lessons that explore high-quality texts and provide pupils with opportunities to develop their reading and writing skills. This planning is structured around three key stages:

**Immersion, Interactive Skills, and Writing Outcome.**

- **Immersion** involves engaging pupils with the text through prediction, drama, creative activities, vocabulary exploration, and oral discussion. This stage helps children connect with the text and understand its purpose and audience.
- **Interactive Skills** focus on developing grammar and language features relevant to the final writing outcome. Activities may include matching key words to images, exploring adjectives, using commas in lists and rearranging story elements to explore structure and meaning.
- **Writing Outcome** builds on the previous stages, guiding pupils to produce written work appropriate to their entry level. This includes oral sentence building, sequencing ideas, joining clauses and writing for a range of purposes and audiences. As pupils progress, they are supported to write extended pieces across multiple paragraphs.

Throughout the sequence, teachers regularly model reading and writing strategies. Planning, editing, and publishing are embedded within the teaching process. Editing is valued as a vital part of writing development. From Year 2, children are taught the **Add and Revise** strategy to support their editing. As they move through the school, pupils are expected to edit more independently, refining their work with increasing confidence and skill.

At Unity we focus on correct letter formation from Pre-School to Year 6, using the Nelson handwriting scheme. Children in KS1 & KS2 have separate handwriting books and are expected to apply this script into their daily writing.

## **Impact**

Teachers use assessment well to embed knowledge. Assessment for learning strategies, alongside verbal and written feedback are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Misconceptions are addressed and become a part of the learning. Summative assessment is completed and recorded termly using the assessment grids in the front of books. Analysis of the assessment grids impacts upon teachers planning so pupils' needs can be addressed so learners are ready for the next stage of their education. Moderation of teacher assessment is also completed termly across the school in order to ensure that judgements are accurate. Children who are not on track are rigorously identified for intervention/target teaching which takes place on a regular basis.