

## High Street Writing Statement

### Intent

At High Street we know and understand our children. We have listened to our children's voices, and we have created a curriculum that encourages them to become enthusiastic and engaged with writing.

Writing is a crucial and fundamental 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.

Our intention is for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and composition, along with an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave High Street being able to use fluent and legible handwriting.

### Implementation

- Early writing is taught through mark making, then when the children begin learning Phonics in the Foundation Stage, they are taught the letter formations. This begins with writing letters, CVC words, high frequency words and then moving on to short sentences using the sounds they have been taught. Children are encouraged to write independently in the continuous provision.
- At High Street we use 'Pathways to Write' from EYFS to Year 6 as the vehicle for teaching writing. This is to ensure a consistent and systematic approach to teaching skills of writing. This also means that children already have key elements of the process embedded as they transition to the next year group.
- Hook lessons are used to 'hook' the children onto the new unit and text.
- For each unit non-negotiables are taught alongside the 'Mastery Toolkit' and the 'Features Toolkit'.
- With each unit of work, children complete writing tasks. Teachers use these to assess the areas of grammar, punctuation and text structure that the children in their class and year group will need to be taught. Writing targets are set for each child for the unit of work.
- After the teaching of a unit, children are asked to write an extended piece of writing. Teachers assess this piece of writing and measure progress against the baseline assessment/non-negotiables. Writing targets for each child are also assessed using this piece of writing.
- Teachers track and assess children's progress in writing using the assessment framework for each year group, Y2/Y6 also use the TAFs (Teacher's Assessment Framework) at the end of the academic year. Children in the Foundation Stage are assessed against the objectives outlined in Development Matters and the EYFS profile.

- Grammar and Punctuation is generally taught as part of the 'Pathways to Write' units through the model text and toolkits. Specific objectives may be taught explicitly in discrete lessons.
- At High Street, we use the 'Pathways to Write' scheme to teach spelling.

### Impact

The writing curriculum is evaluated through:

- Regular subject monitoring, which includes book scrutinies, learning walks, check and change, pupil voice and lesson observations.
- Analysis of summative assessments.
- Writing moderation - within year groups, across year groups, WEP and community moderation.