



Writing at Ashton Gate Primary School



Intent

It is our intention in Ashton Gate Primary School, to create ambitious, confident writers who have acquired a range of skills to enable them to independently write for a variety of different purposes and audiences. Alongside a love of writing, we want to enable them to recognise the importance of effectively communicating through carefully crafted sentences and the significance of this in securing future employment. We want to inspire writers of the future and give them the opportunity to understand how powerful the written word can be.

Implementation

Reading and writing are closely interlinked and taught through high quality texts selected from 'Power of Reading'. All teachers set high expectations within their classrooms which are reflected in the work produced by pupils and the classroom environment. Classrooms have high quality English displays which reflect the text being explored, including pupils' work, key vocabulary and an idea of the planned sequence of work being undertaken.

Teaching sequences are carefully developed to ensure different teaching strategies are incorporated which engage, enthuse and challenge all pupils, leading to them making at least expected progress. Staff recognise the writing process should be carefully structured, providing time to generate and share ideas, plan the content of their writing as well as developing the ability to edit successfully and publish their work. Pupils are encouraged to explore different types of writing throughout their primary years, using this knowledge to independently write in a range of styles for different audiences, drawing on diverse situations and current global issues.

Teachers have secure grammatical knowledge within their year groups and know how their teaching builds on prior knowledge and links to future teaching. In both Key Stages, formalised SPaG assessment is used three times a year to identify grammar and punctuation misconceptions, alongside information gathered from SATS in Y6. Wherever possible, SPaG tasks are linked to the selected texts, ensuring pupils understand the importance of how to apply these skills accurately and their relevance in writing effectively.

The teaching of spelling takes place from Y1-Y6, following the Spelling Shed scheme or the Little Wandle phonics scheme.

Teachers confidently and accurately assess misconceptions and provide verbal or written feedback to support pupils in consolidating their learning and making progress. Time is given to allow all pupils to respond. Writing moderation takes place across the academic year between classes, phase groups and the whole school, using Insight and National Curriculum for guidance. Opportunities are provided to share writing between local schools during the year; this ensure judgements are robust and agreed.



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Impact

High outcomes for pupils in all year groups are achieved [at least 85%] and at the end of each Key Stage are well above the national average. Most pupils leave Y6 able to write independently across the curriculum, recognising the impact carefully chosen words can have on a reader and the importance of accurate punctuation, grammar and spelling in becoming successful, resilient writers. This provides a secure foundation for them to build upon in KS3 and beyond.