



Subject Discipline: Writing

Intent

At Ranvilles, we are committed to helping children explore and understand the power and importance of the written word. We seek to nurture confident and expressive writers who not only inform and entertain with their work, but enjoy the process itself and gain satisfaction from using a range of tools to tailor writing to meet audience and purpose. We look to provide real world contexts for writing so children learn why it is important and strive to make those opportunities exciting and engaging, driving the desire to achieve. This range of purposes also allows children to experience the writing of others and explore how words and the images they create help us to empathise with people of differing backgrounds and cultures, unified through expression and creativity.

We recognise that high quality writing comes from an understanding of the grammar and punctuation that underpins it and how those fundamental rules give writers choices for variety, individuality and flair in their work. We also help children to grow an appetite for words by exposing them to a wide range of new vocabulary and the shades of meaning that precise and well-chosen words create; whether that be through the nuances of a finely-worded persuasive argument or the freedom to express themselves creatively using simile and metaphor. Through this comes pride in the presentation of work, including the need to spell words accurately and produce distinct and personalised cursive handwriting that acts as a signature to the author's craft.

Implementation

Ranvilles' writing curriculum recognises the need to focus not only on individual skills such as composition, grammar, spelling and handwriting, but the way in which they weave together to form finished work. Implementation begins with the Ranvilles Writing Pathways – a progression map that organises the National Curriculum's objectives into streams of development from Year 1 to Year 6. These separate the requirements into constituent skills under the headings of Vocabulary, Grammar and Punctuation, Composition, Handwriting and Spelling. The pathways position a teacher's current class within an easily understandable continuum that shows what children should already know and where they will move onto in the following year for any given skill, making age-related expectations clear to classroom teachers. These pathways are then carefully plotted into medium term planning, ensuring that through any given year the requirements are taught and returned to cyclically to help embed them in children's usage. As well as informing planning, the pathways are used to assess progression points, meet developmental needs and challenge children to be successful.

Teachers know where every child in their care is on the pathway and can use it to set targets and adapt classroom work to meet individual needs – challenging the more able while supporting others with precise, relevant and informed goals. This works in conjunction with our *'Practise, Prove, Perfect' (PPP)* philosophy, through which children are given opportunities to explore and experiment with new ideas before developing more confident control of them.

Our PPP process is designed to target individual need, and the Ranvilles day begins with a half hour session in which children focus on skills development specific to them. In the lower school this takes the form of a multipurpose exercises designed to widen vocabulary, practise handwriting and spelling, and explore how word class affects usage. In the upper school this expands to include daily practice of grammar and punctuation rules, as well as independent practice and revision of recently learned skills.

Within the main English lesson, writing skills are taught discretely as well as being interwoven with reading so children have the chance to see how what they're learning is used by professional writers. Model texts provide a rich and varied stimulus for writing work, bringing new vocabulary to the classrooms that is captured in personal reference books and referred to when writing. The range of texts used to inspire writing allows for exploration of a wide variety of genres and styles, covering everything suggested by the national curriculum but more importantly allowing children to experience and understand the lives of others through the way they choose to use words. The genres used are monitored and balanced to ensure not only an even and cyclical coverage through all four years but a chance for children to build on previous accomplishments in their work with the newly acquired skills of their current year.

We also recognise that proof-reading, redrafting and using success criteria is an important part of being a successful writer. Not only is all written work edited, but the school employs an *'Every Piece, Every Time'* philosophy in which children check their work against year group specific criteria at end of every writing session. By doing this, writing targets are kept fresh and remain familiar to all children. This also forms part of the marking cycle for teachers, who provide feedback on the effectiveness of each piece of work in relation to its success criteria (defined with the class through deconstruction of exemplars), and wider reaching ongoing targets for improvement. Aside from specific personal feedback, whole class feedback is also used to celebrate success and discuss points for improvement, often using pupil work on the classroom whiteboard via display visualisers.

Impact

Children at Ranvilles will be proficient, stylish and accurate writers who display imagination and eloquence in fiction writing and clarity and precision in non-fiction work. They will show an

understanding of writing styles, genres and techniques and enjoy communicating through the written medium. By the time they are ready to move on to secondary education they will have become excellent self-evaluators, able to proofread writing not only for spelling and punctuation errors, but their own editorial choices and ability to create cohesion and effect through sentence construction and word choices. Children will also show an innate ability to transfer these skills across the entire curriculum and their own lives, understanding that writing is not just something confined to the English lesson.

Above all, by accessing and exploring the world and its citizens through words, they will have an empathy with others: an ability to see how writing allows anyone to indelibly express their feelings or opinions whether explicitly or creatively, driving their own desire to do the same.