



Compassion, Hope, Reverence, Wisdom

Writing Vision	
School Vision	Subject Vision
<p><i>As a church school we place a strong emphasis on a Christian ethos and our skills-based curriculum is underpinned by our four distinctively Christian values of: compassion, hope, reverence and wisdom ensuring all pupils are equipped to 'live life in all its fullness.'</i> <i>(John 10:10)</i></p>	<p><i>To deliver an engaging literacy curriculum, that promotes children's love for reading and enhances their written and oral communication.</i></p>
<b>Writing Overview</b>	
<p>As a learning community, we see writing as a key life skill. Pupils at Hunton take pride in their writing, challenging themselves to use a range of high-level punctuation and taking time to consider, precise vocabulary choices. We use a number of techniques to help to increase the quality of writing across the school.</p>	
<b>Teaching and Learning of Writing</b>	
<p>The teaching and learning of writing are skills based, following the year group objectives. Visual Literacy is a key strategy in developing writing skills. Pupils in years 1 -6 use visual stimuli (images and video) to draw out ideas facilitated by good questioning by the teacher and talk partners. The ideas and suggestions from the pupils are modelled into a paragraph to demonstrate to pupils how different ideas can be structured together to make a coherent text. Different genres of writing are taught with examples of the different texts given so pupils can identify the characteristics of the genre, pupils are subsequently given time to plan extended pieces of writing for termly assessments before writing final draft. In Early years, writing begins with mark making and letter formation, before writing key words and topics words.</p>	
<b>What you should see in books</b>	
<p>In years 1-6, each week pupils should record an Every Picture Tells A Story extended piece of writing and every term there should be recorded, a written assessment covering one of the genres, this will include the planning sheet stuck to show pupils' thought processes. There should be additional opportunities to write for an extended period of time in English and across the curriculum. Progression in quality of vocabulary usage and articulation will improve as the year continues, this is a result of class teacher modelling and scaffolding of sentence starters – notably seen in reading sessions where pupils are taught a bank of sentence starters that help pupils to scaffold their writing.</p>	
<b>Identification of pupils not on track and given support</b>	
<p>Regular writing assessments and opportunities for extended writing allow teachers to identify strengths and weaknesses of pupils to be identified, pupil progress meetings allow class teachers to analyse the barriers in learning and can put bespoke interventions in place to accelerate progress. These include: handwriting groups, spelling, grammar and punctuation and learning dialogues with the older children. If satisfactory progress is still not made, dialogue with the SENCO is initiated and this can lead to a range of different assessment, where appropriate technology is provided for pupils to use to support their learning.</p>	
<b>Engagement of writing</b>	
<p>Pupils are encouraged that writing is a way to articulate their imagination. The quality of texts and images used in English Language are cross curricular linked, and, at times linked to pupils' interests or aspirations. Teacher modelling of writing promotes the importance of writing and conveys to pupils that writing is valued. The focus on high quality vocabulary challenges pupils to understand the accurate usage of language and as a result heightens engagement.</p>	
<b>Engaging parents and volunteers</b>	
<p>As part of our termly celebration assemblies, one of the awards is given to a pupil for writing. An extract of the pupil's writing is shown or read to the audience. This has been an effective outlet to showcase the quality of writing throughout the school. A selection of pupil writing extracts are also published on the school website to engage the community and prospective parents.</p>	
<b>Training</b>	
<p>Moderation Staff are given yearly training on teaching writing, usually during September which explains the vision of teaching writing, together with the practicalities of writing and the expectations around the subject, including a heavy focus on modelling. All school staff attend moderation meetings with collaboration staff to</p>	



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ensure standards of writing are harmonised. Additionally, staff at end of key stages, EYFS, year 2 and year 6 attend countywide moderation or have external moderation meetings to ensure writing standards are secure.