



Writing at Ludlow Primary School

Our Curriculum Drivers at Ludlow Primary School

Confident
Communicator

Citizen of the World

Growth Mindset

Healthy Body,
Healthy Mind

Our Core Values

Independence

Happiness

Honesty

Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21st century.

What Writing looks like in our school:

- ✍ Opportunities to develop a child's imagination and inventiveness whilst forming the basis of a lifelong enjoyment of writing.
- ✍ Inspiring children to value our rich and varied literary heritage - walking through doors to the past, present and future - and linking writing closely to storytelling and the habitual enjoyment of reading.
- ✍ A nurtured culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.
- ✍ We endeavour to teach children to write with confidence, orchestrating a range of independent strategies to self-monitor and correct.
- ✍ A curriculum designed to allow children to take an interest in words and their meanings – developing a growing vocabulary in spoken and written forms in order to communicate opinions and ideas, and further their learning in all curricula areas.
- ✍ Children form a secure knowledge-base in all aspects of English, which follows a clear pathway of progression (following the aims of the 2014 National Curriculum) as they advance through the primary curriculum.

This is our philosophy:

- ✍ Children learning to be effective communicators through not only the written word but also orally and across a range of media formats.
- ✍ Children immersed in the written word through exposure to quality texts and adventurous vocabulary.
- ✍ Children inspired to write through resources, experience and the adults they engage with.
- ✍ Children developing an awareness of audience and realising that their vocabulary choices have impact.

This is the knowledge and understanding gained at each stage:**By the end of EYFS pupils will:**

- ✍ Write recognisable letters, most of which are correctly formed;
- ✍ Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- ✍ Write simple phrases and sentences that can be read by others.

By the end of Key Stage 1 pupils will:

- ✍ Apply the RWI phonics knowledge to correctly spell including common exception words and contracted forms.
- ✍ Write from memory simple sentences dictated by the teacher
- ✍ Correctly form and space their letters and key punctuation.
- ✍ Develop positive attitudes and stamina for writing

By the end of Key Stage 2 pupils will:

- ✍ Spell with greater confidence and able to use a dictionary should it be needed along with knowing a greater range of punctuation and grammar techniques
- ✍ Be effective written communicators – having a greater awareness of purpose, atmosphere and audience when they write
- ✍ Know a wider range of authors and genre
- ✍ Know that to give and receive constructive and supportive feedback is important
- ✍ Enjoy writing and see it as a form of expression

This is how it works:

- ✍ Early writing is taught through mark making, then when the children begin RWI phonics, they are taught the correct letter formations. This begins with writing cvc words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.
- ✍ Writing is assessed consistently throughout the year using invention lessons and following Talk for Writing hot and cold tasks. Teachers use this to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
- ✍ There may be a 'hook' to start the unit.
- ✍ Each lesson is planned and the needs of each child taken into account so that resources (including LA support) can be prepared/implemented.
- ✍ Text are carefully chosen/created to set high expectations and to mirror the grammatical features planned in for the unit whilst promoting diversity wherever possible.
- ✍ Children are taught using the TALK for WRITING approach aimed at oral re-telling of a text - committing the vocabulary to memory. Teachers plan their genre and complete the imitation, innovation and independent application processes.
- ✍ There is a need for clear and purposeful modelling by staff where they demonstrate expectations, word choices and thought processes. Teaching/LA staff may update support materials e.g. working walls, word banks, writing toolkits whilst the modelling takes place.
- ✍ Washing lines and working walls reflect the current learning and act as a resource bank for children to interact with should they wish to.





This is what adults do:

- ✍ Plan exciting, progressive lessons which build on prior knowledge, sometimes linking to other areas of the curriculum.
- ✍ Choose texts that will engage children and prompt discussion.
- ✍ Celebrate writing– knowing that each child's success criteria will be specific to them. Positive comments should be littered through books and children are chosen by class teachers to join SLT and share their work weekly/fortnightly.
- ✍ Showcase writing where a child has shown 'Pride in Presentation'
- ✍ Teachers use assessment to identify the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
- ✍ Interventions on specific areas of weakness will be carried out by the class teacher or teaching assistant.
- ✍ Teachers will moderate across year groups and partner schools
- ✍ Create a supportive, learning environment that engages children's interest in the topic being studied e.g. working wall, visual prompts, vocabulary choices, targets
- ✍ Regular book scrutiny, pupil perceptions and planning audits.
- ✍ Whole school professional development.







This is how we support:

- ✍ Adaptive teaching will be apparent wherever possible, catering for all children inclusively. Alternative targets or smaller steps may be given.
- ✍ Visual aids, word banks or prompts may be used to give children confidence to make choices in their writing.
- ✍ Small group/1:1 adult support given where required – allowing for a change in pace or a specific focus.
- ✍ Set high standards and maintain expectations
- ✍ We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas. These pupils will then receive additional support or resources to use.
- ✍ Some children may receive pre-teaching to ensure they have sufficient understanding in order to access the next episode in the teaching sequence.

This is how we challenge:

-  Lesson content will be adapted to meet the needs of all learners wherever possible.
-  Additional activities/targets to stretch the learning within the lesson.
-  Small group work with alternative/extended discussion points
-  Specific teaching on advanced/complex features

This is how we ensure all children can access the curriculum:

-  Children are identified and discussed at Pupil Progress Meetings if concerns are present.
-  Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic and given a scaffold to support them throughout the unit with visual imaging.
-  Seating children alongside good role models to support one another.
-  By providing visual/practical prompts.
-  Teaching lessons using a range of different techniques.
-  More frequent repetition and revisiting to help make understanding stick.

This is what you might typically see:

- ✍ Engaged learners who are proud of the writing they produce.
- ✍ Children reciting a learnt text with actions to aid memory/recall.
- ✍ Children keen to include new vocabulary/grammatical techniques within their writing.
- ✍ A learning environment where it is accepted that using resources and toolkits is what good writers do.
- ✍ Children talking, sharing and reflecting upon their learning

This is how we know how well our pupils are doing:

- ✍ Lessons are planned and sequenced with children prior knowledge/assessed level known.
- ✍ Marking and feedback by teacher and peers.
- ✍ Displays of work in classes or shared areas.
- ✍ Assessment tracked at the end of each half term and entered onto Insight.
- ✍ Book scrutiny, pupil perceptions and planning audits.
- ✍ Use of Writing Ambassadors to feed back on pupil opinions and thoughts, showing a shared process.

This is the impact of the teaching:

- ✍ Children who enjoy communicating through the spoken or written word.
- ✍ Inquisitive and reflective learners.
- ✍ Children who can see the purpose of grammatical features
- ✍ Children who can see how vocabulary choices can change the overall impact or inferred meaning of a piece of writing.
- ✍ Children who are able to create imagery in the mind of a reader
- ✍ Children who are able to affect their reader emotionally.
- ✍ Children who can transfer their literacy skills to foundation subjects.

Cultural capital in education could potentially be realised through all aspects of the curriculum – exposing students to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.

In Writing, we aim to build and develop our children's Cultural Capital by:

- ✍ Exploring books and written texts on a child's favourite topic
- ✍ Books and texts that promote diversity have been carefully planned into year groups with the expectation that writing is linked to these at an appropriate time in the year.
- ✍ Create role-play activities to promote vocabulary and interest
- ✍ Organise trips and visits to locations that will engage children's interest and develop their knowledge and understanding.
- ✍ Invite visitors into school who hold positions in the community that children will have some knowledge about and wish to know more about. Someone who children will be able to communicate with whether that be conversation in person or via a written method of communication.
- ✍ Use national days e.g. remembrance, to develop knowledge and empathy.

When writing, children are exposed to viewpoints and situations that are often beyond those experiences of their own. In response to this exposure, children are given the opportunity to consider and reflect upon such things as:

- ✍ Good vs Evil – the impact of one's actions
- ✍ The consequences of behaviour
- ✍ Expression of language and freedom
- ✍ Recognition of goodwill and kindness

When writing in a non-fiction context using leaflets, newspapers reviews and reports, children are able to express opinions based on their own developing moral compass on issues such as climate, animal welfare etc.

Collaborative working and peer assessment are common in writing – working in groups, expressing opinion, listening and respecting the ideas of others and asking questions are all parts of the process.

Many of the texts used to stimulate ideas and model writing are from other cultures and periods in history giving children opportunity to reflect on the similarities and differences between the content they are being exposed to and their own experiences.

