



How we teach writing

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. English books are used to record our work as are the floor books for each class linked where group work and photographs of activities and tasks are recorded.

Early writing

Pupils in EYFS follow the Pathways to Write programme and enjoy the activities involved. Some of their work is initially recorded and shared through their floor books which then develop into more written based work.

Ensuring inclusion

All pupils engage with the Pathways to Write texts and following activities, albeit at a level that best meets their needs and abilities. The mastery keys that our SEND pupils follow, for example, may vary from their peers in some areas and these are recorded in the title page of the half termly text and reflected in their work.

Intervention and Support

At times there are pupils who require additional support and guidance in order to develop and improve their writing skills further even after receiving quality first teaching within the main body of a lesson. Small group in class support from both the teacher and TA may be used or 1:1 targeted intensive work to reinforce learned skills. We use the Pathways to Progress programme if additional intervention is needed and this takes the form of five 30 minute sessions a week where activities are linked to the class Pathways to Write focus text. Bespoke support English groups may also be held to develop handwriting or sentence structure. We aim for the timings of these group sessions to vary so all pupils still have access to the broad and balanced curriculum.

Writing for a purpose / Writing at a distance

It is important to our pupils that they have the opportunity to write at a distance to their learning, therefore we ensure there are tasks built in to each half term where they can

practice and apply the skills they have learned. Writing for a purpose ie: letters to companies, poetry competitions all show our pupils that composition of writing has a place outside of the classroom.

Assessment

Teacher assessment of writing is ongoing and informs future daily teaching within the classroom. This is done in line with the programmes of study for the subject and is recorded on the schools INSIGHT progress tracker. Writing moderation takes place in house and with neighbouring schools.