

WRITING

Intent:

At Hinguar, we intend for all our pupils to be able to speak and write fluently in order to become successful communicators, being able to communicate their ideas and emotions across the full range of contexts they will face in life.

Writing will be based on rich texts and contexts. Pupils will develop their imaginations and be taught the tools to create their own stories and texts for a range of purposes and audiences. Pupils will be introduced to writing criteria and conventions for a wide range of individual genres and the teaching of the associated skills will result in developing pupils' conceptual understanding. Pupils will be provided with regular opportunities to practise, apply and extend their acquired skills in cross-curricular and real-life contexts, which will deepen their knowledge and understanding.

We consistently drive our pupils to be ambitious by challenging and extending our pupils. The writing curriculum at Hinguar is progressive and challenging, allowing pupils to build upon and deepen their understanding of purposeful writing year after year. We aim to accelerate every pupil's progression no matter their starting point. We allow all pupils to access the full curriculum offer with teachers intervening in a timely and appropriate manner to ensure to enhance pupils' capacity to access the full curriculum.

Implementation:

- The Early Years Foundation Stage (EYFS) is taught in Nursery and Reception, where pupils develop their literacy skills as part of a holistic approach through play. In the EYFS, Physical Development, Communication and Language, Expressive Arts and Design and Literacy are the predominant skills needed to promote pupils' writing, speaking and listening. The development of physical skills in Nursery are integral to developing writing skills: climbing, hanging, crawling and other gross-motor activities ensure our pupils have the strength and skills to be competent writers as they progress through the school. In Nursery, pupils take part in daily listening and attention activities to develop vocabulary, comprehension and language skills. Teachers work from Phase One of the Letters and Sounds programme which aims to build speaking and listening skills in their own right. In Reception and Key Stage One, pupils participate in daily phonics lessons to develop sound and letter recognition, letter formation, blending and segmenting in preparation for early reading and writing. A wide range of resources and activities are available during continuous provision to provide opportunities to develop communication, language, physical and literacy skills. A range of writing materials during child-initiated activities are accessible for pupils to experiment and explore their mark making and practice their developing writing skills in a variety of contexts. Daily adult-led activities linked to stories, poems, nursery rhymes and experiences and are used to promote mark making, writing and communication opportunities focusing on different aspects of development. Pupils enjoy stories on a daily basis, through books, puppets, songs and animation which develops their familiarity with authors and technical aspects found within stories and books. The outdoor areas emulate the indoor environments, where pupils have constant access to the mark making sheds. These are filled

with engaging and exciting resources to promote independent and adult-supported writing skills.

During each week, the children will work with an adult to complete at least one 1:1 reading session in reception as well as one to two adult led literacy tasks. Both Nursery and Reception participate in weekly helicopter stories and use in-the-moment planning where suitable.

- Teachers use the Letters and Sounds scheme, our Letters and Sounds school teaching sequence document to teach children the early stages of writing. Letters and Sounds Phase 1 activities are taught in Nursery and then adapted to run alongside activities in the other phases. Phases 2 to 3 are taught in Reception, where Read, Write, Inc letter formation rhymes are also used but only to teach pupils how to form individual letters. Phases 4 to 5 are taught in Year One and Phase 6 is taught in Year 2. There is some flexibility allowed in when these phases are taught dependent upon cohorts of pupils. Individual pupil needs will also determine interventions required at different phases.
- In Key Stages One and Two, our pupils follow a logical sequence to learn to write across a wide range of genres, growing in independence throughout the process. This process begins through reading high-quality texts as a class, analysing the effects of devices and structures utilised within these, then using imaginative drama, speaking and listening activities to explore ideas and rehearse the skills required for writing. The next step is engaging with and unpicking teacher modelling of writing. Pupils then practise planning and revising their own writing with clear and focused teacher guidance and feedback and finally pupils are given opportunities for evaluating and redrafting their writing using purple polishing pens.
- This development of pupils' writing composition will always be underpinned by their constantly evolving bank of ambitious vocabulary, the secure understanding and effective use of discretely taught grammar and punctuation devices, confident application of spelling patterns, as well as pupils' use of a neat and fluent handwriting style as part of ensuring all pupils feel pride in their presentation.
- Units of work are text-led and either stem from or are linked to high-quality narrative texts, of which there are sets of class copies for pupils to access as part of lessons, as well as being enhanced by exposure and analysis of non-fiction and poetry texts. Teachers have access to Letters and Sounds, Hamilton Trust, Literacy Shed Plus, studyzone.tv, SPAG.com and Twinkl websites in order to aid planning. Furthermore, teachers are provided with curriculum progression and overview documents from which they are expected to plan medium term plans and units of work. Teaching sequences are expected to be cross-curricular wherever possible in order to enrich pupils' understanding of wider-world topics and to increase the 'absorption rates' of linked topics and subjects.
- Learning from discussions and tasks within whole-class guided reading lessons will feed into pupils' writing and into developing pupils' vocabulary caches, upon which they can draw to enhance the effectiveness of their writing.
- Progressively challenging class writing checklists have been developed for each year group from Reception to Year 6 based on the National Curriculum 2014 grammar and punctuation appendix. These are referred to during writing tasks as a display in classrooms and, if appropriate, printed copies for pupils are used as a tool for ensuring that pupils are applying the huge range of skills they are taught every year.
- We have linked the Alan Peat sentence structures to the National Curriculum 2014 grammar and punctuation appendix and teachers use these, the grammar and punctuation overview document as well as the Alan Peat Sentences explanation documents to support their

planning and teaching of these sentence structures. These again provide our pupils with further tools to help write imaginatively for a range of purposes and audiences.

- Key Performance Indicators (KPIs) for Writing and Speaking and Listening have been written which are progressive documents in order that pupils build each year on prior attainment. Teachers use these in their planning and as part of assessing pupil progress. Teachers are also provided with the Hinguar writing frameworks used in half termly assessed pieces of writing from year 1 onward.
- The Twinkl spellings scheme of work, linked to phase 6 of Letters and Sounds, is used from Year 2 onwards to teach weekly spelling patterns and these are taught then tested using the Revise - Teach - Practise - Apply sequence in short discrete weekly lessons. The Hinguar SEND spelling scheme is also available to ensure that any identified gaps are addressed quickly and so that all pupils can still make excellent progress based on their needs. Spellings are differentiated based on the needs of each cohort and teachers have access to other year groups' spelling lists in order to use this as part of their differentiated teaching.
- From Year 1, handwriting is taught using the Nelson Handwriting scheme, in conjunction with our linked progression document, supporting teacher materials and software. Teachers model the expected Nelson handwriting within lessons, displays and within their feedback marking in pupil books.
- Throughout the year, pupils are provided with enriching opportunities designed to create excitement around writing. These have included entering into writing competitions such as Premier League Writing Stars poetry competition, BBC Radio 2's 500 words competition, South Essex College Writing Competition 2020 and The Young Writers Acrostic Poetry competition.

Impact:

At Hinguar, we use regular and robust triangulated monitoring to evaluate the impact of our curriculum design. Leaders at all levels review learning, talk with pupils and provide feedback to move teaching practice forward. We ensure that our pupils' attainment and progress are in line with or exceeding their potential. We measure this using national data, our curriculum schemes of learning, KPI documents and monitoring evidence.

The impact of our writing curriculum at Hinguar is measured through the following which inform regular pupil progress meetings and drive planning of teaching sequences and the timely interventions:

- daily formative in-lesson teacher assessment
- half termly assessed writing tasks from years 1 to 6 and analysis of these to inform next-step planning
- key performance indicators for writing which are used to assess pupil progress and identify individual strengths to further deepen within or to identify gaps or misconceptions to address

The impact of our reading curriculum is also evaluated through the following which inform how best to continue to develop and shape the curriculum:

- the analysis of termly teacher assessment data

Data Outcomes:

EYFS Profile Data for end of Reception - % achieving Good Level of Development (GLD):

2017/18	Hinguar	National
ALL PUPILS	70	71.5
DISADVANTAGED	60	55
SEND	50	23
BOYS	60	65
GIRLS	90	78.4
EAL	100	64
Writing all	70	73.7
Writing disadv	60	
Writing SEND	50	
Writing boys	60	67.4
Writing girls	90	80.2
Writing EAL	100	
Comm&Lang all	97	79.4
Comm&Lang disadv	100	
Comm&Lang SEND	100	
Comm&Lang boys	95	77.4
Comm&Lang girls	100	87.7
Comm&Lang EAL	100	

2018/19	Hinguar	National
ALL PUPILS	80	71.8
DISADVANTAGED	80	57
SEND	0	25
BOYS	77	65.5
GIRLS	85	78.4
EAL	100	67
Writing all	80	73.7
Writing disadv	80	
Writing SEND	0	
Writing boys	77	67.8
Writing girls	85	80
Writing EAL	100	
Comm&Lang all	90	82.2
Comm&Lang disadv	80	
Comm&Lang SEND	0	
Comm&Lang boys	88	77.2
Comm&Lang girls	92	87.4
Comm&Lang EAL	100	

2019/20	Hinguar	National
ALL PUPILS		

DISADVANTAGED		
SEND		
BOYS		
GIRLS		
EAL		
Writing all		
Writing disadv		
Writing SEND		
Writing boys		
Writing girls		
Writing EAL		
Comm&Lang all		
Comm&Lang disadv		
Comm&Lang SEND		
Comm&Lang boys		
Comm&Lang girls		
Comm&Lang EAL		

Figure E: Percentage achieving at least expected level by early learning goal in each of the 17 early learning goals
England, 2018 and 2019

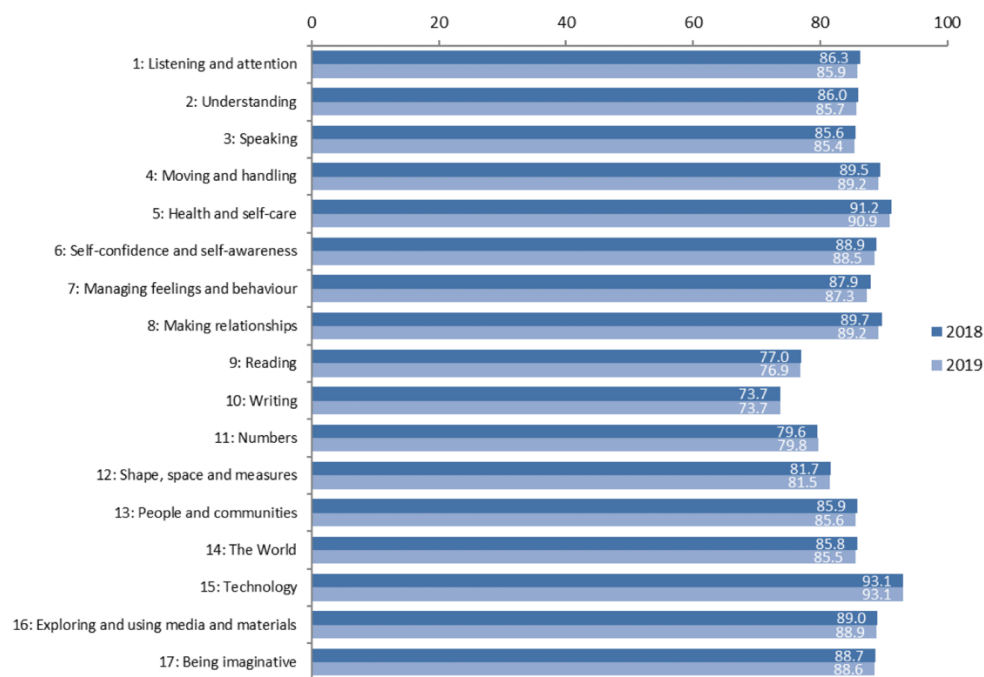
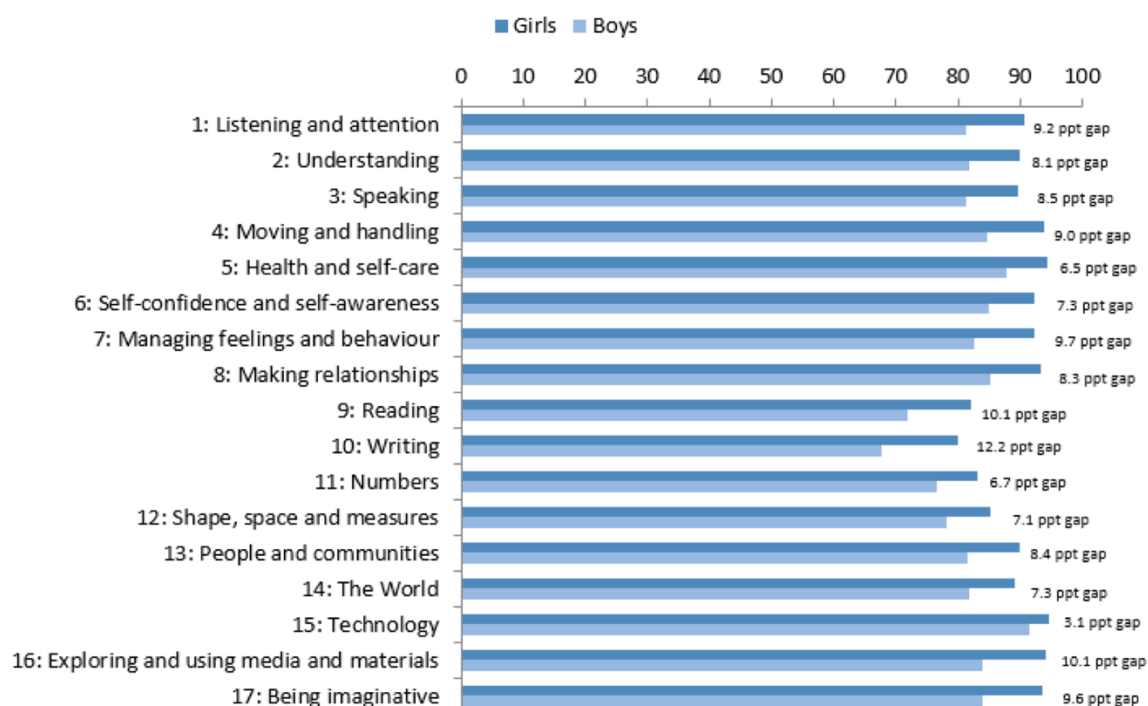


Figure I: Percentage of children achieving at least the expected level in each of the early learning goals by gender
England, 2019



KS1 Attainment - Writing Data:

2017/18	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS	86	70	26	16
DISADVANTAGED	75	55	25	8
SEND	75	22	0	2
BOYS	81	63	18	12
GIRLS	89	77	31	20
EAL	-	69	-	15

2018/19	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS	73	69	17	15
DISADVANTAGED	83	55	0	7
SEND	33	22	0	2
BOYS	79	63	7	11
GIRLS	69	76	25	19
EAL	100	68	0	14

2019/20	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS				
DISADVANTAGED				
SEND				
BOYS				

GIRLS				
EAL				

KS2 Attainment - Writing Data:

2017/18	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS	90	78	23	20
DISADVANTAGED	71	67	29	11
SEND	50	33	0	3
BOYS	88	72	15	15
GIRLS	91	84	33	25
EAL	-	77	-	19

2018/19	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS	97	78	40	20
DISADVANTAGED	89	68	33	11
SEND	88	34	0	3
BOYS	94.7	72	42	15
GIRLS	100	85	36	25
EAL	100	77	100	19

2019/20	EXS+ Hinguar	EXS+ National	GDS Hinguar	GDS National
ALL PUPILS				
DISADVANTAGED				
SEND				
BOYS				
GIRLS				
EAL				