

Writing



Intent

At Harbinger, we believe that all pupils should be able to confidently communicate their knowledge, ideas, and emotions as competent writers with a good understanding of the conventions of Standard English, and when to use it, within a broad and balanced curriculum.

We strive to make writing an exciting and empowering process for every child within our school, regardless of background or potential difficulty, through structured provision, memorable experiences, and consistently high standards. Our ambition is that all children leave Harbinger with an ability to write for a range of purposes and audiences, prepared for the next stage of their education and on track to achieve their aspirations and thrive in adulthood.

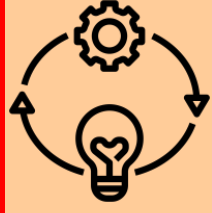
We aim to inspire and motivate children to write through relevant and challenging topic and book-based stimuli, where they encounter a balance of fiction and non-fiction genres. Through exploration, storytelling, drama, real-life experiences, and visual literacy, children are provided with plentiful writing opportunities.

We expect children at Harbinger to acquire a broad vocabulary and gain a secure understanding of spelling, grammar, editing and improving and appreciate that these skills are fundamental to progression in writing. Children are expected to take pride in their work with neat, cursive, well-presented outcomes.



SEND Provision

An inclusive approach to writing is essential for wide-spread success. When writing units are created, consideration is taken to minimise any potential barriers so that all pupils can access the learning at their current stage of development, whilst ensuring there is no ceiling on the possibilities for their academic attainment. Children who may be working below age-related expectations, or who come across any barriers to participating and learning, will be supported by modifications or adjustments that will enable them to feel included, while meeting their own needs. Exposure to the highest standards remains in place



Implementation

Children focus on learning two genres each half-term, often linked to half-termly topics so that children can build a rich and varied vocabulary suitable for specific genres of writing. The learning is cross-referenced to the National Curriculum, ensuring full coverage of objectives for their current year group.

A typical unit structure will ensure exploration and deconstruction of genres (using creative means suitable for individual classes); development of writing skills, with plentiful paired and independent writing opportunities; generation and planning of ideas; an independent, extended writing task; editing and improving opportunities; and the chance to publish their work for a purpose to the highest standards. Writing opportunities are planned across all subjects so that children develop writing as a transferrable skill.

At Harbinger, we use high-quality texts and a variety of resources to plan and prepare each writing unit, including the Literary Curriculum from the Literacy Tree, a book-based primary English planning tool; Talk for Writing strategies; Alan Peat sentence types; and Tower Hamlets Education Partnership resources, developed to support schools in our diverse community. These resources allow children to build their skills, experiences, and proficiency in writing, as stipulated in our intent statement.

Phonics and Spelling

From the EYU until the end of KS1, children follow, and complete Tower Hamlets agreed systematic, synthetic phonics program. As part of which, they learn a variety of high frequency words and 'tricky words' which do not follow the phonetic rules.

In Key Stage 2, spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum, following the progressive Twinkl Plan It scheme. The scheme ensures breadth and coverage of all the National Curriculum spelling requirements for each year group. Children are systematically taught daily to spell groups of words by following an agreed structure of teaching and learning:

Session 1 – Look, say, cover, write, check and exposure of new words

Session 2 – Teaching of rule/pattern with exploration

Session 3 – Explorative task

Session 4 – Handwriting joins with spelling pattern

Session 5 – Dictation exercise

The spelling patterns also make useful links to the word, sentence and punctuation objectives from the National Curriculum 2014 English Appendix 2. Children are expected to apply these taught spelling rules whenever they write.

Grammar and Punctuation

To empower children to write well we teach, and expect children to apply consistently, word, sentence, and text level in accordance with The National Curriculum statutory requirements for each year group. These skills are mostly embedded in the teaching of English lessons, although stand-alone grammar lessons may be used to learn or review a particular skill. Revisiting previously taught skills is often done through lively grammar and punctuation warm-ups at the start of some lessons.

Oracy and Writing

Throughout the school, we encourage rich discussion prior to writing to help children generate ideas and to orally rehearse what they want to write. Teachers are models of

yet providing a 'parallel' activity or an alternative approach to the task, ensures that all children are working towards the same learning objective, considering multi-sensory approaches to support alternative ways of communicating.

Impact



The writing curriculum at Harbinger aims to set high expectations, enthuse and inspire children to communicate their ideas, knowledge and emotions through written form. Children gain knowledge and skills relevant for their age and are able to transfer and apply their skills and understanding within, and across, subjects. Children are empowered to write for purpose and a variety of audiences. Across the school, children will display high levels of creativity, imagination, originality, independence and excitement about writing.



Enrichment

We enhance the writing Curriculum with extracurricular activities opportunities, such as after-school Newspaper Club; entering the Tower Hamlets Creative Writing Competition and Tower Hamlets Poetry Slam; drama and theatre experiences; work with, and visit, local and national organisations where children are enthused to write for purpose.

good spoken English and hold children to a high level of spoken language. During some units of work, paired writing provides children with the opportunity to write collaboratively with a partner. Children are encouraged rehearse their sentences out loud before writing them down to ensure they make sense. After writing, children are expected to read their work aloud to proofread and edit what they have written, either independently or in collaboration with a learning partner.

Vocabulary

Children are exposed to a rich variety of vocabulary through high quality texts, classroom displays and adult modelling. Teachers develop a culture of enthusiasm for acquiring, experimenting with, and applying new vocabulary in their writing. During reading lessons, children are explicitly introduced to new vocabulary which they are later encouraged to use in their writing.

Expectations

A high standard of cursive handwriting is modelled across school and children are encouraged to imitate this. Handwriting is taught and practised regularly and is expected to be evidenced throughout all work produced. Children are taught handwriting skills appropriate for their age through 'Letter-join', a whole school handwriting scheme offering a combination of traditional and digital resources. Children work towards being awarded with pen licenses for handwriting effort, improvement, and consistently good presentation.

Assessment

Writing is regularly assessed according to National Curriculum objectives for each year group, using the Tower Hamlets Education Partnership's grids for assessment. Where appropriate, children will work towards a shared success criteria, which is used to celebrate success and highlight areas of development. Learners are encouraged to use this independently and take ownership of their progress. Teachers will provide feedback that scaffolds and challenges learners verbally and/or in writing (according to the school marking and feedback policy) so that children know exactly what they need to do next to make progress. This will be evidenced with children's responses in green pen. Teachers and the Writing Lead will evaluate and assess children's work against statements that describe age-related expectations outcomes.

Monitoring

The Writing Lead, SLT and advisors from Tower Hamlets Education Partnership will monitor the teaching and learning of writing in line with the school development plan and the expectations of our curriculum intent. Monitoring will include work scrutinies, planning monitoring, lesson observations & pupil conferencing.

CPD

The Writing Lead will lead on the dissemination of good practice in the subject through termly training and networking meetings offered by Tower Hamlets Education Partnership, on-going training with Literary Curriculum for Literacy Tree, leading INSET, staff meetings and team-teaching lessons to support teacher's subject knowledge. The school's monitoring, evaluation and development schedule provides an overview of the writing-related staff meetings, which develop teachers' professional subject knowledge.