

At Windmill Hill Academy, we inspire pupils to be passionate lifelong learners by providing them with an ambitious broad and balanced curriculum, with the inclusion of a variety of enrichments, which will inspire them to have high aspirations. We inspire all learners to have strong desire to know or learn something and questioning their learning experiences to find out more. Throughout each year group and across the curriculum, pupils will make sustained progress, develop excellent knowledge, understanding and skills, regardless of their different starting points and backgrounds.

Subject	Writing
Overall curriculum	<p>An Daras Multi Academy Trust has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>At Windmill Hill Academy we aim to instil a love of writing in our children, and to ensure they are able to express their thoughts and ideas clearly and creatively through the written word.</p> <p>Our intent is for children to develop fluency in, and a love for, the English language, through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational progress.</p> <p>We value all languages at Windmill Hill Academy, as language is essential for social, personal and emotional progress.</p> <p>Mastery over language empowers children to function effectively in a literate society and to communicate not only at a functional level but also on a creative and imaginative plane.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any ‘reasonable adjustments’ needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p> <p>In EYFS, all areas of learning and development are important and interconnected. These are stipulated in the ‘Statutory framework for the early years foundation stage’. The most relevant statements for writing are taken from the following areas of learning:</p> <ul style="list-style-type: none"> ▪ Communication and Language ▪ Physical Development ▪ Literacy
Pedagogy	<p>At Windmill we plan the overall English programme for the school using the ‘Development Matters’ and National Curriculum objectives to drive it, while developing the opportunities for written work within the other curriculum areas.</p>

Our Writing curriculum focuses on developing our pupils through the acquisition of **WISDOM, KNOWLEDGE, and SKILLS**.

These have been selected because they ensure the **whole development of the child** will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three **equally important** themes.

Wisdom

Children's wisdom is developed in the following ways:

- Taking part in debates linked to the themes and concepts studied.
- Using class discussions to explore story themes.
- Through learning how to make contributions to discussion in class about the genre, themes, grammar, author choices during guided reading sessions, justifying opinions.
- Teaching focuses on enabling children to apply their grammar learning in writing activities.
- Making connections between texts read, authors studied, genres – using prior learning to make and secure these links.

Knowledge

Children's knowledge is built through:

- Exploring a range of reading from a range of authors and genres
- Establishing an understanding of the key grammar and punctuation used in various genres
- Learning to spell accurately key vocabulary
- Learning to write with joined, legible handwriting
- Apply the underpinning learning in independent writing.

Capabilities

We place an emphasis on becoming a fluent reader as early as possible and then developing a love of reading through exploring a range of authors and genres which is known to have a positive impact on their writing. We give children the opportunities to write daily and at length in a range of styles. A variety of teaching approaches are used:

- Teacher presentations, story-telling, drama, role play, guest speakers
- Quizzes
- Discussions and debates
- Individual and group activities
- Pupils make use of the skills they have learnt to become effective writers and make links to previous learning.

The overview of work ensures balance and progression throughout and across the Key Stages. The requirements of the Foundation stage are used as 'building blocks' that lead into the National Curriculum. Planning for English is carried out year by year, term by term in units and is reviewed regularly to ensure the curriculum is engaging, challenging and provides good coverage of all objectives, with a range of audiences, forms and purposes.

Cross-curricular links are identified in the medium term planning and unit plans where appropriate. All class teachers are responsible for unit planning, based on their agreed medium term overviews.

They will:

- identify the appropriate teaching and learning strategies required
- provide a balance and variety of English experiences and opportunities within the classroom, both in terms of content presented and organisational learning opportunities employed
- ensure there is a clear, planned objective for each lesson with clear success criteria where appropriate.
- assess and plan for the specific needs of the class as a whole, plus groups and individuals within the class whilst adhering to the progression laid down within the unit and overview.

The National Curriculum require pupils to write frequently, independently and relevantly in the course of their work in all subject areas. This means that our classrooms must provide many different contexts for writing across the whole curriculum. The children are taught writing skills and given writing opportunities as specified in the National Curriculum.

The word level, sentence level and text level components, along with appropriate grammar, punctuation and spelling objectives, are taught progressively to enable the children to improve as writers. We need to provide opportunities so that children can grow as composers of many kinds, in a range of contexts and for different audiences, giving varied and frequent opportunities to produce meaningful and purposeful texts, both independently and collaboratively.

The processes taught in English lessons during the course of a unit are as follows:

Shared reading – Identifying features Modelling - Teacher verbalising thoughts and making processes involved in the writing process explicit (e.g. reasons behind choices of vocabulary, structure etc)

Scribing – Children input ideas and teacher scribes them.

Supporting composition – children have a go and come back for almost immediate feedback (e.g. using whiteboards)

Independent and supported writing

Within each unit, we ensure opportunities are planned for the following skills to enable the children to write for the purpose and audience effectively at the end.

Transcription, - Spelling

Handwriting and presentation
Composition
Grammar and punctuation

Literacy Tree

At Windmill Hill Academy, we use Literacy Tree as the structure for our units of work.

Literacy Tree is a complete, book-based platform for primary schools that covers all requirements of the Primary English curriculum. It can be used as a complete scheme of work and adapted to suit the needs of pupils.

The books help children to grow ideas and expand their minds.

It starts at the roots. The book-based planning sequences, Writing Roots, embed complete curriculum coverage and engage children to write with clear audience and purpose. The Teach Through a Text pedagogy is the backbone of each sequence.

Grammar and Punctuation

Within lessons, children are taught different grammar and punctuation conventions to help them develop more conscious control and choice in our language.

Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept (for example 'modal verb'), they are encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others.

In addition, spelling and handwriting skills are also taught discretely:

Spelling

At Windmill Hill Academy, we want the children to develop effective spelling strategies. Each day, the children will have specific lessons which teach the children phonemes, spelling rules and spelling patterns and these are then referred to throughout the week in other lessons where appropriate to enable the children to secure this knowledge. For Years 3 and above, we follow the Spelling Shed scheme.

Handwriting

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2, all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

	<p>Aims:</p> <ul style="list-style-type: none"> ▪ To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing. ▪ To establish and maintain high expectations for the presentation of written work. ▪ For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly. <p>At Windmill Hill Academy, we are very proud of our pupil's handwriting and take particular care in developing handwriting into the cursive style.</p> <p>We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.</p>
<p>Assessment</p>	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process.</p> <p>Formative</p> <p>All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils' progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, TA feedback and pupil self-assessment. Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</p> <p>Summative</p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria and recorded on ITrack. Pupils produce an outcome to demonstrate their unit learning.</p> <ul style="list-style-type: none"> ▪ In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals. ▪ KS1 and KS2 Teachers will make judgements about the children's writing in relation to age related expectations as set out in the new curriculum. ▪ Distance and Cold writing tasks are set each half term to assess pupils' abilities to apply writing skills learned. ▪ Statutory assessments take place at the end of Year 1 and Year 6.

	<ul style="list-style-type: none"> ▪ Assessments are recorded three times a year and carefully analysed to make sure that all children and groups are progressing well and achieving their potential. Throughout the year, teachers will formally assess writing on EGG sheets to support final judgements. ▪ Speaking and listening skills are assessed formatively throughout the year and at the end of every term. <p>Assessment is used to guide planning, intervention and classroom support.</p> <p>In EYFS, the level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). These are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.</p> <p>When assessing pupils with SEND, there will be carefully planned opportunities in order for them to demonstrate what they know and are able to do, using alternative means where necessary. Where a pupil is unable to use particular types of equipment, assessment of attainment will be based on understanding of the processes used as demonstrated through oral and written responses or, where possible, through the use of alternative equipment.</p>
<p>Culture</p>	<p>English is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, Knowledge, and skills.</p> <p>The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings.</p> <p>At Windmill Hill Academy, pupils are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts.</p> <p>Pupils gain an understanding of how language works by looking at its patterns, structures and origins. Pupils use their knowledge, skills and understanding in speaking and writing across a range of different situations. In addition, the skills of English are a key part of participating fully in society.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p>

	<p>For some activities, there may need to be a ‘parallel’ activity for pupils with SEND, so that they can work towards the same learning intentions as their peers, but in a different way. The use of technology to assist learning can remove barrier e.g. Widget, text readers and speech and communicator devices. Using coloured backgrounds for texts may assist dyslexic pupils.</p>
<p>Systems</p>	<p>We strive for children to be literate. By the age of 11, we aim for children to be able to:</p> <ul style="list-style-type: none"> ▪ read, write and speak with confidence, fluency and good understanding, drawing upon a range of independent strategies to self-monitor and correct; ▪ have an interest in a wide range of reading materials and read spontaneously for enjoyment and pleasure; ▪ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; ▪ be familiar with, by understanding the structure and language features of, a range of non-narrative and narrative forms; ▪ be able to model their own writing on these familiar styles and forms according to the context, purpose of, and audience for, their writing; ▪ draw upon increasing powers of imagination, inventiveness, initiative and critical thinking in all aspects of their literacy experiences, including being reflective writers (writing with a reader’s eye and reading with a writer’s eye); ▪ at least meet age related expectations in all aspects of English. ▪ speak clearly and convey ideas confidently using Standard English; ▪ develop their understanding through speculating, hypothesising and exploring ideas, enabling them to clarify their thinking as well as organise their ideas for writing; ▪ read fluently and understand extended prose (both fiction and non-fiction); ▪ write at length, with accurate spelling, punctuation, and correct use of grammar for a range of purposes and audiences. <p><i>Please refer to the systems in place for the teaching of writing above (pedagogy).</i></p> <p>In EYFS, the most relevant statements for writing are taken from the following areas of learning:</p> <ul style="list-style-type: none"> ▪ Communication and Language ▪ Physical Development ▪ Literacy <p>Reception</p> <p>Communication and Language</p> <ul style="list-style-type: none"> ▪ Learn new vocabulary ▪ Use new vocabulary through the day ▪ Engage in story times. ▪ Listen to and talk about stories to build familiarity and understanding. ▪ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ▪ Use new vocabulary in different contexts.

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELG

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Physical Development

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.

	<ul style="list-style-type: none"> ▪ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> ▪ Say a sound for each letter in the alphabet and at least 10 digraphs. ▪ Read words consistent with their phonic knowledge by sound-blending. ▪ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> ▪ 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.
Policies/key documents	<ul style="list-style-type: none"> ▪ Literacy Tree overview ▪ Writing progress map ▪ ADMAT Progression in Vocabulary, Grammar and Punctuation ▪ Handwriting Policy ▪ Handwriting Progression map ▪ Spelling Progression Map ▪ Spelling Shed Spelling pathway ▪ SEND Policy ▪ EYFS Long term overview <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>
Perceptions from viewpoints (e.g. pupils/parents/Governors)	<p>Pupil:</p> <p>The vast majority of pupils (94%) agree that they are learning a lot at this school. <i>Pupil Survey Summer 2023.</i></p> <p>“What I like about my school... Mathematics, English, science, Wild Tribe, Physical Education, breaktimes and not to forget the after-school clubs.” <i>Pupils Survey Summer 2023.</i></p> <p>“I like how they try to make lessons more fun or exciting!” <i>Pupils Survey Summer 2023.</i></p> <p>Parent:</p> <p>The vast majority of parents agree (99%) that the teaching is good. <i>Parent Survey Summer 2023.</i></p> <p>“My child is very happy to go to school and enjoys the activities that she is given.” <i>Survey Summer 2023</i></p> <p>Staff:</p> <p>All staff agree (100%) that leaders are doing all that they can to improve teaching. <i>Staff survey Summer 2023.</i></p> <p>“It is a wonderful school to work in and I am very proud of all of our achievements!” <i>Survey Summer 2023</i></p>

Governors:

- “The school has a lovely warm, happy, inclusive feeling about it. The children appear very engaged and enthusiastic, which is evident by the work displayed on the walls and how all classes appear to have a learning thread running through, incorporating a number of visible subjects such as Maths, English Writing, Art, History etc.” *Governor feedback Spring 2022*