

WRITING AT VALLEY ROAD PRIMARY SCHOOL

WRITING INTRODUCTION

'Learning to write is one of the hardest challenges pupils face at school but it is vitally important: learning to speak, read and write well are crucial for children and young people's success in education, life and work.' The Writing Framework 2025.

At Valley Road we focus on developing confident, skilled writers through a structured, text-based curriculum (intent), taught via engaging, scaffolded, creative and vocabulary-rich lessons (implementation), resulting in improved stamina, accuracy, creativity and a love for writing (impact). It aims for high-quality, purposeful composition across all genres.

INTENT: What We Want to Achieve

It is our aim that every child in our school leaves us as a fluent, confident and purposeful writer who has developed the ability to write for different purposes and audiences, developing a personal voice. We aim for all pupils to master the core skills of spelling, grammar, punctuation and handwriting to enable fluent composition and to foster a love of language and develop a rich, active vocabulary. We this by providing a well-sequenced curriculum building on previous learning.

We want all children to become competent and creative writers, whatever their starting point or background. Our intention is for children to use and develop their writing skills effectively across the curriculum particularly in subjects that interest the child.

INCLUSION

At the start of each educational year, we identify pupils that need supporting and implement targeted intervention support for identified pupils. This takes the form of catch-up or in certain cases, pre-teaching.

Writing can be adapted or differentiated to meet the various special educational needs and challenges we have within classes. This might be done adjusting or extending the immersion into the writing stimulus, using the arts as engagement, slowing down the writing process, using extra adult support or by using additional resources and scaffolds.

We provide opportunities for pupils to talk through their ideas with their peers and with adults to develop confidence and structure in their ideas before writing.

IMPLEMENTATION: How We Teach It

At Valley Road Primary writing begins in the early years through to year 6 and is carefully planned and explored to promote competent and creative writing and the authorial voice for a variety of purposes and genres.

Through the explicit teaching of handwriting, spelling, grammar and punctuation accurate and fluent transcription is developed.

Writing is developed using high-quality literature as stimuli and models for writing. The process of immersion, imitation and innovation is used to reduce cognitive load and develop engagement with the stimulus.

The effective use of the arts – oracy to promote the spoken language, drawing to explore the visual expression of ideas and & Drama to develop dramatic interpretation – is employed to explore stories and structure before writing. Effective planning ensures that all year groups follow the writing process of planning, drafting, revising and editing, and publishing work. Meanwhile, less able writers are supported with scaffolding: vocabulary banks, working walls, and writing frames for support.

IMPACT: What We Achieve

Our children enjoy writing and are increasingly confident writers. The use of internal and external writing moderations ensure that our children achieve age related expectations and are in line or above when compared with national and local standards. In addition, we carefully monitor progress of pupils to ensure that intervention and support is effective and maximised.

As a result, pupils make good or better progress from their starting points, reaching or exceeding national expectations. Our pupils develop into independent writers whereby they can independently plan, draft, and edit, showing improved writing stamina.

We provide opportunities for the children to share and celebrate their writing achievements and pupils take pride & confidence in their work, resulting in improved creativity, presentation and handwriting.

SUBJECT OUTCOMES 2024

- 92% of children achieved age related expectations at the end of KS2.
- 30% of KS2 left writing at Greater Depth.



STRENGTHS

- Writing enrichment activities, days and weeks as well as opportunities to meet authors and attend events at the Henley Literary Festival.
- Writing for purposes and developing the authorial voice.
- Rich, diverse and varied stimuli including texts, film, drama cross-curricula links and real-life experiences (residential and trips).
- Effective planning across all key stages.

SUBJECT ASSESSMENT

All class teachers regularly assess children's writing. Formative assessment for learning in spelling, grammar and punctuation is made on a daily and weekly basis. Writing assessments are made at the end of each programme of study. These track progress and help teachers establish emerging gaps in skills and knowledge and appropriate support and intervention.

Internal and external writing moderation take place at the end of each academic year whereby evidence of writing criteria is monitored through teacher moderation, book looks, and pupil voice.

TO IMPROVE, OUR CURRENT PRIORITIES ARE:

Improving Spelling and Grammar: Focus on the explicit teaching of spelling and grammar rules for specific writing tasks and monitor the use of spelling patterns and grammar in those writing tasks.

Raising Writing Stamina: Focus on extended, independent writing tasks.

Enhancing Vocabulary: Implementing "vocabulary rich" learning environments and creative vocabulary activities.

Opportunities to celebrate writing: Competitions, inter-school creative writing workshops.