

Ipsley C of E Middle School – Writing Rationale

Intent

At Ipsley C of E Middle School, we believe that writing is an integral part of education and success in society. We aim to provide a high-quality writing curriculum that teaches children how to write, speak and listen effectively in order to communicate themselves and their ideas effectively for a variety of audiences. We are determined that every child will learn to write with fluency and automaticity which enables them to flourish in all aspects of the school curriculum. This will help to prepare our pupils for the next steps of their learning journey, as well as equipping them with the essential skills to express themselves that will enable them to succeed in the future.

At Ipsley C of E Middle School, pupils of all stages of development:

- Learn to structure sentences correctly, learning a range of grammatical conventions as stated in the National Curriculum.
- Become accurate spellers by building on the phonetical knowledge gained at EYFS, KS1 and lower KS2 by learning appropriate spelling rules and conventions.
- Apply their handwriting, grammatical and spelling knowledge to write creatively for a range of different audiences and purposes.
- Follow a progressive English curriculum across KS2, intertwining their writing with reading and grammar - as well as the wider curriculum - to ensure key knowledge and skills are gained, embedded and developed during their time in Years 5 and 6

Implementation

Across Years 5 and 6, writing is not taught in isolation, with inspiration and opportunities drawn from across the curriculum. A range of high-quality texts - which link to our wider curriculum- are used to inspire children to write creatively in a variety of genres. Children are taught to write for audience and purpose, with their work celebrated in a variety of ways. At Ipsley, pupils follow a writing journey of rip, rehearse and write, with polishing and editing built into the sequence to allow pupils to improve and appreciate their work. In addition to extended pieces of writing, children are also taught to apply their writing skills across the curriculum in areas such as: answering key learning questions in History, Geography and RE; evaluating their work in DT and Art and reporting their findings and conclusions in Science. The knowledge and skills pupils gained from first schools are built upon, with any gaps/misconceptions identified and addressed through adaptive teaching strategies and targeted interventions to allow all pupils to make good progress.

Substantive and disciplinary knowledge

In writing, substantive knowledge is the ability to effectively plan, draft and construct writing for different purposes and audiences. When constructing writing, this involves knowledge of structural, grammatical, and linguistic features as well as knowledge of spelling and handwriting.

Disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of audiences and purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to 'write with the ear'; to hear what audiences would and to make choices based on effectiveness and coherence. This teaches children to think critically and creatively and to apply substantive knowledge skills.

At Ipsley C of E Middle School, editing is valued as an important element of the writing process. Pupils respond to areas of development by their class teacher in red pen. Once pupils have completed their first draft, whole class and individual areas of development are identified and taught to help pupils to edit and improve their work. This process takes place across KS2, with increasing levels of independence sought.