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| **What CPD has been delivered / accessed?** |
| Teachers have reviewed and updated the Highfield Hall Writing Assessment grids.  Pathways to write training from the Literacy Company Summer 2022  Writing moderation yearly between cluster schools  Year 6 writing moderation June 2022  Termly English Leadership briefings (NA) |

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| **Assessment** |
| Writing is assessed by the class teacher through Assessment for Learning strategies, and marking work in books.  Formal assessments using the Highfield Hall Writing Assessment grids are carried out 3 times a year. In Year 2 and Year 6 this will be more often and teachers use the teacher assessment framework.  Moderation is carried out between classes in each year group and externally within our cluster group of schools. |

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| **Culture / Extra curricular / Enrichment opportunities within Writing** |
| Pathways texts are chosen to reflect different cultures.  Online workshops with authors during World Book Day week |

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| **Curriculum Content** |
| Pathways to Write is used across school. This scheme was introduced in September 2022. The scheme was chosen to provide consistency and progression of skills across the school. It is a text-based scheme to ensure that children are regularly exposed to whole texts. There are 6 units per year group and each unit builds on the skills introduced in the previous unit. Each unit contains ‘gateway keys’ (pre-requisite skills) and ‘mastery keys’ (the focus skills for the unit). All objectives for each year group linked to spoken language, reading comprehension, and writing composition are planned across the programme. All of the Pathways to Write texts with a historical theme are ordered chronologically and where possible our Pathways text links to the topic being taught alongside.  Spelling – Spelling Shed is used in Y3-6 as our main spelling scheme. The statutory words for each year group are taught each week and are revised at the start of the following year i.e. Y4 are taught the Y3 and Y4 statutory words.  Handwriting - Penpals is used from Reception. In lower year groups, handwriting is taught as a discrete skill as well as modelled by the teacher in different subjects. Further up the school, interventions are in place for handwriting as needed and all children in Y3-6 have a ‘Writing Anthology’ to showcase their best work and encourage them to take pride in their presentation |

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| **Pedagogy** |
| Teachers will use materials and texts provided by Pathways to Write. Lessons follow suggested sequence but will be adapted to meet the needs of the children.  Children will share extracts as well as whole texts and will have many opportunities to write for different purposes and in different styles.  Skills and text types are modelled, practised and embedded before the children are expected to apply them in independent writing. |

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| **SEND** |
| Pre-teaching of key vocabulary  Adjusted ‘keys’ to target gaps in learning  Modelling of texts to support independent writing |

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| **EYFS** |
| Monster Phonics is taught in Nursery and Reception giving the children the phonetic skills required when beginning to mark make, write words, captions and sentences.  In Nursery, we use ‘Squiggle whilst you Wiggle’, building fine and gross motor skills and practising early handwriting patterns.  In Reception, we use PenPals handwriting scheme which builds on forming handwriting patterns to letter formation.  Both Monster Phonics and Pathways to Write are used as a text-based scheme as a stimulus for writing opportunities. We also build on children’s interests to create purposeful writing opportunities |