Alexandra Park Primary School

Care, Aspire, Achieve

Writing

Writing is a valued and integral part of the curriculum at Alexandra Park Primary School. Our curriculum endeavours to create a love for writing whilst equipping pupils with a strong command of the spoken and written language. A key part of this is securing the foundations and ensuring children are fluent in transcription skills and building automaticity in their understanding of sentence combining. Teaching ensures children enjoy writing for a range of purposes and audiences. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners; English learning is key in this. Writing has a significant place in education and in society. High-quality education in English teaches our pupils to speak and write fluently so that they can communicate their ideas and emotions to others. Throughout our curriculum, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society. Pupils are encouraged to consider the impact their writing has on other people. Our writing curriculum and 'Aspire Programme' sparks children's curiosity and love of learning. A range of enrichment experiences inspire and encourage children to explore various career paths and consider how their writing education connects to their life now and future success. Whole class pedagogy along with structured interventions for individuals and small groups are informed by evidence and research, which matches our school context and values. Teachers consistently use the bespoke 'Alexandra Park Writing Cycle' to support pupils in their journey to becoming competent, creative and independent writers.

Fundamental Values

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school through our shared vision of "Care, Aspire, Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance through the delivery of the curriculum and the different genres and high-quality texts children are exposed to.

Planning

At Alexandra Park Primary School, "Care, Aspire, Achieve" is at the forefront of our curriculum design. The writing curriculum offers breadth so pupils are exposed to a variety of high-quality texts and opportunities to write for different purposes and audiences. Throughout their journey at our school, children broaden their knowledge, application and competence in transcription and composition. As well as the use of high-quality texts, children participate in purposeful writing projects in order to apply their writing skills to a real audience within our community or one further afield. This helps to motivate learners and reinforce the

belief that their writing can be meaningful and impact others. The writing curriculum enables children to develop knowledge and skills that are transferrable to other subjects. The curriculum is designed to ensure that connections are made between various subjects and year groups to help embed and secure deeper learning with opportunities for key retrieval practice. Our curriculum map outlines the content covered each half term for each year group. Alongside this is a progression of skills document for spelling, punctuation and grammar. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Further to ongoing assessment for learning, rigorous and regular moderation meetings inform subsequent teaching and learning in each year group. Within each unit of work, teachers embed opportunities for planning structures, drama conventions, verbalisation of ideas/oral rehearsal, vocabulary development, explicit modelling, shared practice, revising, editing, and publishing. Feedback is a thread which runs throughout all of this. Children receive timely feedback on how to improve their work at every stage of the unit. In order for this to happen, children are given the opportunity to regularly apply their knowledge in lessons, utilising key learning behaviours such as independence and creativity. Quality first teaching supports all learners to make progress within lessons. The use of scaffolds, assisted technology, visual prompts, writing frames, toolkits and vocabulary banks are examples of how learners are supported in an inclusive environment.

Assessment

At Alexandra Park Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adaptive practice and targeted intervention provision. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made for all pupils. Feedback on children's writing is meaningful, motivational and personalised as guided by the school's feedback policy. Children are encouraged to take ownership of their next steps and reflect on how they can improve their writing, using feedback. Summative assessments are used to inform teaching and learning but also the allocation of key resources for structured, evidence-led interventions. All teachers have a long-term assessment overview grid, which is used to collate evidence of writing attainment and progress throughout the year based on independent application of composition and transcription skills. In addition to this, each year group also administers spelling, punctuation and grammar assessments to help inform teaching and learning. Throughout the year, teachers assess and moderate (both internally and cross-trust) the children at either working towards the expected standard, working at the expected standard or working at a greater depth. Subject leaders and phase leaders analyse this data and work alongside teachers to generate actions in pupil progress meetings to help raise standards in writing. We can then track the progress of all children and specifically key groups to monitor the impact of our implementation.

Collecting Evidence

Through a consistent and carefully designed monitoring cycle, subject leaders and members of the Senior Leadership Team have the opportunity, each half term, to conduct book reviews, pupil voice, learning walks and a review of planning. This cycle helps facilitate the sharing of good practice, embed and review

new training, explore collaborative writing projects and ultimately raise standards of education. It also gives us the opportunity to listen to the children's voice and gather feedback on what helps them learn more effectively. Evidence is further collected from interventions that are carried out such as entry data, exit data and attendance so that the impact of these interventions can be monitored. Class forums are another way we collect valuable information. In these sessions, children regularly have the opportunity to discuss their learning. We value the children's views on subject development and learning behaviours.

Enrichment Opportunities

As a school we believe in providing the children with as many enrichment opportunities as we can in order to inspire their learning. Our writing curriculum and 'Aspire Programme' sparks children's curiosity and love of learning. Real-purpose writing projects help provide a genuine audience and motivate learners. A range of enrichment experiences inspire and encourage children to explore various career paths and consider how their writing education connects to their life now and future success. Other examples within the English curriculum include:

- World Book Day – To help promote a love of reading and writing we celebrate World Book Day. This is a celebration of writing, reading, books, authors and illustrators and is an opportunity for the children and staff to share their favourite books and stories.
- Author and Illustrator Visits and Workshops - Children also have the opportunity to meet and talk to authors and illustrators as part of our Aspire Programme. This not only helps develop their love of writing and reading but also shows them what is possible for themselves in later life if their follow their passions.
- Writing competitions - Our pupils have the opportunity to take part in writing projects throughout the year to help develop their creativity, application of writing skills and love of language. As a result, some children have taken great pride in seeing their writing being published into a real book for people to purchase and enjoy.
- Oscars – Children's writing is displayed around school and can often be celebrated at the end of year Oscars ceremony.

Targets for 2026-27

- To embed and evaluate a progressive sentence-level approach within planning, strengthening foundational writing skills and developing teachers' subject knowledge through targeted CPD and collaborative practice.
- Establish a consistent approach to vocabulary teaching that includes explicit instruction, rich texts, planned retrieval and providing multiple opportunities for application in writing and children to re-encounter words. Ensure tiered vocabulary is taught cumulatively and purposefully across the curriculum.

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- Ensure personalised support to remove barriers to writing. Use diagnostic tools across the school to identify barriers to writing e.g. transcription, spelling, sentence construction and ensure targeted support is in place. Strengthen the teaching of foundational transcription skills through consistent teaching sequences and intervention pathways. Develop and share resources for sentence-level fluency practice such as sentence combining, expansion and using grammar in context.
- Teachers to adapt writing lessons so that pupils with SEND or persistent writing difficulties have personalised scaffolds without compromising high expectations.

SEND

