



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Primary Writing



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Statement of Intent

Discover Curiosity. Discover change. Discover confidence.
#discoverleadership

At GEMS Metropole School we are committed to the delivery of excellence in the teaching of Writing. We aim to develop each child to ensure that they are able to develop a love of writing and story telling that will stay with our students all their lives.

GEMS Metropole aims to develop students' ability to listen, speak, read and write for a wide range of purposes; including: communicating their ideas, views and feelings. Students are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as writers of a rich range of texts.

Students gain an understanding of how language works by looking at its patterns, structures and origins. Students use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Our Writing curriculum works in conjunction with our Reading and Phonics Policies, and aims to support our children in a variety of ways:

- To enable students to speak clearly and audibly, and to take account of their listeners;
- To encourage students to listen with concentration, in order to identify the main points of what they have heard;
- To show students how to adapt their speech to a wide range of circumstance and demands;
- To teach students effective communication, both verbal and non-verbal, to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- To help them become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- To develop powers of imagination, inventiveness and critical awareness in all areas of English;
- Use grammar and punctuation accurately across all forms of writing;
- Understand spelling conventions accurately across all forms of writing;
- Be able to write in a variety of styles, genres and forms showing awareness of audience and purpose;
- Produce effective, well-presented written work;
- To enable students to have an extensive bank of rich vocabulary to use in speaking and writing.

The Drawing Club Approach

At the Infant School at Metropole, we are committed to fostering early literacy skills through innovative and engaging methods. Drawing Club, a proven pedagogical tool, is being integrated into our curriculum to enhance our students' writing abilities.

Drawing club immerses our students in the captivating world of stories, sparking their imaginations and creativity. This aligns with The Curiosity Approach within our Foundation Stage. By sharing a wide range of stories and media, the children are exposed to a rich tapestry of vocabulary. This, in turn, opens the opportunity to explore and experiment with language in a meaningful context.

Through Drawing Club, we provide a highly engaging and age-appropriate practice that grounds children into the art of storytelling and book exploration. This aids the development of early writing skills, as it connects the joy of drawing and storytelling with the basics of writing. This will be utilized throughout the Foundation Stages and Year 1.

The Write Stuff approach

At Metropole, we have embraced Jane Considine's 'The Write Stuff' approach to foster students' independent writing skills across various subjects. Our writing curriculum has been thoughtfully designed to incorporate the key elements of 'The Write Stuff,' equipping students with essential skills to write effectively for a range of purposes. Students will engage in writing to entertain, inform, persuade, explain, and inspire. We utilise an array of resources, including a rich repository of high-quality texts that serve as exemplars, as well as a variety of stimuli to ignite creativity.

Our approach emphasises the use of the vast tools for writing, which incorporates rich imagery, compelling videos, thought-provoking prompts, poetry, picture books, book extracts, and sentence starters. These tools are meticulously selected to engage and inspire our students throughout the creative writing process.

Our teaching strategy aligns with the three zones of writing—The Fantastics, The Grammaristics, and The Boomtastics—empowering our students to develop a well-rounded writing style. These zones guide students through the process of gathering ideas, structuring sentences, and applying advanced literary techniques.

These elements are integral to our approach, enabling students to develop robust writing skills and fostering a deep appreciation for the art of written expression.

Cross-curricular writing

At Metropole, we recognise that writing and storytelling skills extend far beyond English lessons, permeating every aspect of a student's education. The principles and techniques of The Write Stuff are seamlessly integrated into all subjects, reflecting our belief that the art of effective communication is not confined to a single domain.

In our infant school, children harness the power of story maps to vividly retell significant historical events, while employing the boxing-up method to craft compelling non-chronological reports. We firmly acknowledge that writing and storytelling constitute essential competencies across various subjects. Furthermore, in FS, the children are exposed to a wide range of stories, poems and non-fiction texts through their small world areas that link to the children's own interests and different topics.

Our commitment lies in establishing robust connections between subjects, ensuring a consistent and structured approach to teaching writing, regardless of the subject matter. This unified methodology empowers our students to excel in the realm of communication, fostering their ability to articulate ideas and narratives effectively in all areas of their learning journey.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#)

Teaching and Learning

At Metropole, our writing instruction is rooted in the Write Stuff approach, thoughtfully customized to cater to the unique needs of our students. For comprehensive details and further information, please refer to <https://www.janeconsidine.com>.

Please see our EYFS policy for information on how Metropole delivers Writing within its early years setting.

Assessment

Metropole's writing curriculum ensures we uphold a robust assessment process that warrants continuous student progress from the Foundation Stage, through the Infants, and into the Juniors.

Our assessment procedures comprise of both discrete summative assessments conducted at the end of each half-term and ongoing formative assessments that occur during English lessons and in cross-curricular writing activities.

As an integral part of the writing process, children undergo assessment at the beginning and end of each writing topic or genre. These assessments serve as evaluation pieces wherein students demonstrate their application of all the skills, knowledge, and understanding acquired throughout the respective topic or genre.

Additionally, students regularly engage in shorter writing tasks designed to foster independent application of their developed knowledge and skills. These tasks enable students to autonomously apply what they have learned to various writing contexts.

The assessments, along with these shorter writing tasks and daily writing exercises, collectively inform a comprehensive teacher judgment at the end of every half-term. This approach guides our teachers in making informed decisions, including book allocation for reading, crafting interventions tailored to

individual needs, and adapting instructional planning to facilitate consistent and significant progress among all students.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Roles and Responsibilities

Role of the Writing Lead:

Have overall responsibility for Writing across the respective school (Infants and Juniors)

- Ensure that regular assessment, formative and moderation takes place in lessons and as part of a wider team to ensure children are working at the correct level
- Monitor and evaluate the impact of Writing across Infant and Junior School
- Provide guidance to teachers and share best practice
- Ensure interventions are readily available for students when necessary
- Provide opportunities for children of all abilities to celebrate fantastic writing and compete against their peers both internally and externally.
- Ensure that all staff are covering all elements of the writing curriculum.
- Ensure writing lessons are engaging and students are fostering a love for writing
- Support teachers with the planning process

Role of Class Teachers:

- Plan and deliver Writing outcomes to all students through all subjects
- Ensure writing objective are in line with the National Curriculum of England
- Measure the impact of Writing through observation and questioning of students

- Assess progress of Writing through regular assessments and moderation
- Encourage children to apply their Writing skills across the curriculum
- Provide children with a range of opportunities to write for different purposes and in a range of mediums.
- Provide pupils with regular opportunities to practice their handwriting and spellings both in and out of school.
- Provide pupils with opportunities to write for a purpose.
- Ensure gifted and talented students are being challenged in lessons and provided with specialized provision.

Role of Children:

- Apply their phonics and reading knowledge and skills within their writing, to spell and write unfamiliar words fluently and accurately
- Become fluent, expressive and willing writers
- Develop a life-long love of writing
- Be able to write for a range of purposes and genres.
- Be motivated and engaged learners
- Use their knowledge of stories, story structures and characters within their own writing
- Practice and apply their writing skills in a variety of circumstances both at school and at home.
- Practice their handwriting and spellings regularly both in school and at home.

Role of the Parents:

Parents have an important role to play in their child's learning and their attitude and competence with Mathematics can influence the learning of their child. Parents are expected to support the learning in the following ways:

- Attend parent engagement meetings to learn about their child's attainment and progress
- Attend parent workshops to
- Provide a quiet area for children to complete home learning tasks
- Do not complete home learning for your child, instead encourage them with questions and strategies to overcome any difficulties
- Check your weekly teacher email for updates on learning and home learning tasks
- Inform the school if you have any concerns about home learning
- Ensure school home learning takes priority over work set by external tutors