



# Writing

## Intent

### Knowledge & Skills

To equip children with the necessary writing skills for life.

### Vocabulary

An understanding of amazing words, grammatical terms and text types.

### Grammar, spelling and handwriting

These are embraced as powerful skills to enjoy, to help us to engage our reader and fulfil our purpose.

### Purposeful Writing

*"Think like a writer"*. Writing tasks are specific and meaningful – engaging writing hooks for a purpose and for an audience, or just for fun!

### Enjoyment

The enjoyment of writing is also fostered through the use of inspirational texts, technology and drama.

### Diversity

We use a range of engaging and diverse texts and where possible, link texts and writing to the wider curriculum.



## Our Amazing ACORNS Ageements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate in discussion and learning
- O** • We are open and honest about our thoughts, with empathy and respect
- R** • We respect ourselves and others, different societies and cultures
- N** • We welcome new opportunities to discover and learn, experiment and create
- S** • We use our super learning powers in all our learning

## Implementation

### Spelling and handwriting

Spelling begins with grapheme-phonetic correspondences (GPCs) and common exception words (CEWs), and builds to learning spelling rules and further CEWs, as specified in the National Curriculum. We use the Little Wandle scheme in Years R-2, moving to learning spelling rules and exceptions in Years 2-6. We introduce children to a variety of techniques for learning spellings. Writing is edited by children to check spellings. Handwriting is also taught discretely, again linked to phonics initially. In Year 2, children learn how to join their writing.

### Grammar and punctuation

In YR-1, and sometimes beyond, *Colourful Semantics* can help children to build a strong sentence structure.

Children learn word classes, other grammatical terms and punctuation. These are introduced prior to, or as part of writing projects, so that they can be embedded in writing tasks and used purposefully to help children to communicate with their reader, for entertainment or for information, for formality or informality. This empowers our children as writers.

### The writing process

We have carefully sequenced English overviews. First, children are immersed in a text, an example of the genre shared, and features of the text are discovered. This gives the children a framework for their own writing, and following modelling and guided writing, children are confident to write in this style, for their own purpose. Aspects of *Talk for Writing* and the *Power of Reading* may be used, alongside high-quality modelling of different text types which is built upon year on year.

### Enrichment and promotion of writing

Writing is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. Monitoring may include observation, work scrutiny, pupil voice and teacher voice. High quality writing is encouraged across the curriculum. The writing action plan is updated through monitoring, celebrating success and noting next steps. Ideas are shared with staff and governors.

## Impact

### End points

The use of a WAGOLL (what a good one looks like) is often used as an example of how to be successful at the start of each unit of work. Pupils have clear success criteria and targets.

In every year group, we aim for children to make progress in all areas of writing, to achieve the expectations of that year group in the National Curriculum.

### Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning, activities and completed work. Each year group has specific assessment sheets to ensure progression. The way we assess writing allows teachers and pupils to quickly identify areas they need to work on.

### Tracking and evidencing progress

Writing is assessed using the writing target sheets. At each mid-term point, the pupils' learning is assigned working towards, working at or greater depth for the year group. Each pupil's progress and attainment are carefully tracked.

The class teacher, subject leader and the senior management team can analyse outcomes and drive further improvement in writing.



