



St Andrew's C. E. Primary School



WRITING INTENT STATEMENT

Where young minds grow and young hearts learn to care'



Writing Intent, Implementation and Impact

Writing Intent (the What)

The National Curriculum programme of study for writing at Key Stage 2 has 2 main dimensions:

- Transcription (spelling and handwriting);
- Composition (articulating ideas and structuring them in speech and writing).

It is vital that pupils are competent in both of these areas, along with possessing the ability to plan, revise and evaluate their own work.

Leaders in our Academy have prioritised the teaching of writing and it is identified as a key priority on our Academy Improvement Plan. We also make sure that writing is a creative and engaging learning experience.

Leaders monitor the provision of writing through learning walks in literacy sessions; the monitoring of planning and pupil books and the impact of this provision through the analysis of:

- End of year cohort data and
- Individual pupil progress throughout the year informed by ongoing assessments, including 'GAPS' standardised testing.
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We provide a literacy-rich environment for our children and opportunities are provided for children to take part in shared and independent writing.

At St Andrew's, we use the National Curriculum in England 2014 Framework for English as the basis for our curriculum planning. We also use the scheme 'Talk For Writing' which structures our English units into three clear sections: Immersion, Innovation and Independent Application.

Writing Implementation (the How)

Units begin with a pre-assessment, or a 'Cold Write', piece of extended writing. These pieces of work are then assessed and used to inform future planning, also ensuring effective coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the English curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate. English is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

Each unit of writing is taught in 3 'phases', each of which typically lasts one week:

1. Immersion - We learn texts orally and there is a reading focus to immerse and familiarise children with the text type
2. Innovation - Practising key skills and grammar of the genre and applying these skills in context
3. Independent Application – Children plan and produce independent writing or a 'Hot Write', along with time to evaluate, edit and present their work



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Writing is taught via a mixture of methods:

- **Shared Writing** allows teachers to demonstrate and model writing, including the thought processes that are required. Teachers make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to writing. These sessions help children generate a list of features that they would expect to use. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.
- **Independent Writing:** Children are given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children will be given a range of opportunities to assess their own writing in order to further their own learning.
- **Spellings:** Pupils are taught different spelling rules or patterns on a weekly basis. In KS1 we use the scheme 'Letters and Sounds' to teach phonics and spelling. The spelling rules which are in phase 6 are taught in Y2. In KS2 we use the scheme 'No Nonsense Spelling' to teach the relevant spelling patterns and rules. Children's spelling is assessed throughout the year, using 'GAPS' tests.
- **Vocabulary:** Vocabulary is taught explicitly through shared and guided reading lessons. The teacher will give a definition of a word and the children will use the word in context, ensuring that they understand its meaning. Other opportunities for teachers to enhance pupils' vocabulary arise naturally in their reading, writing and across the curriculum. As vocabulary increases, teachers show pupils how to understand the relationships between words and teach strategies of how to work out and clarify the meanings of unknown words and words with more than one meaning. All classrooms are vocabulary rich and we use 'Never Heard the Word' grids to display new vocabulary.
- **Handwriting:** We use the scheme 'Kinetic Letters' to teach handwriting from reception to Y6.

Writing Impact?

At the end of KS2/Year 6, most of our older writers will be able to:

- write effectively for a range of purposes and audiences, selecting appropriate language.
- describe settings, characters and atmosphere in fictional writing.
- integrate dialogue to convey character and advance the action.
- select vocabulary and grammatical structures that reflect the level of formality required in a piece of writing.
- use a range of cohesive devices to make their writing flow, including conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.



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- use a range of punctuation mostly correctly, including inverted commas and other punctuation to indicate direct speech.
- spell most words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- maintain legibility in joined handwriting when writing at speed.

Above all, our aim is to help children enjoy writing and to be able to express themselves across a range of genres, demonstrating their growing vocabulary and technical skills.