



Bishop King C.E. Primary School

Our Intent, Implementation and Impact statement for Writing

Intent

Through models of quality texts and writing for authentic purposes, we will enable children to develop the knowledge to become successful writers for secondary school and beyond.

Implementation

Early writing is taught through early mark making, then when the children begin RWI phonics they are taught the letter formations. This begins with writing (whether with a writing tool or in the air) CVC words, moving onto short sentences using the sounds they have been taught. This process continues into Year 1, where children are encouraged to use the sounds they have been taught and have separate writing lessons in addition to phonics. The phonics programme also includes elements of spelling and has a specific writing focus linked to the story books used in Phonics. In addition to phonics, children in EYFS receive provision for Writing using Talk for writing and based on the class readers where they get the opportunity to use the skills they have learnt in phonics.

In EYFS and Year 1, children follow the Get Writing programme from Read Write Inc in line with the phonics. Where it is necessary, Get Writing is also used in Year 2 for the Autumn Term. In Year 2 and across KS2, all year groups have a Long-Term Plan which sets out the genres and grammar objectives that should be taught for each short term. This LTP follows the National Curriculum. The coverage of genres considers the main purposes for writing: to entertain, to inform and in KS2 writing to persuade. Coverage has been designed to ensure that children cover a number of different genres and also gives them the opportunity to revisit those genres and build up their understanding of features. Writing is taught following our *Writing Journey* sequence and allows teachers to cover many of the objectives. There is an expectation that all steps will be covered, however, teachers have some ability to amend the order if they wish and to improve the flow.

The Writing Journey:

1. Deconstruct – Deconstruct one or more WAGOLLS identifying features used in the specific genre.
2. Planning – Children plan a piece of extended writing (age-related), for a specific purpose and audience. They will identify features, grammatical concepts and vocabulary to use. This stage often takes place over a number of lessons to allow children take part in spoken language and drama activities

relating to the purpose of the writing, to explore a stimulus and to create vocabulary banks.

3. First Draft – Children then write a first draft. Teachers will devise the best way and duration of this stage based on their knowledge of their children.
4. Evaluate – Children are given the chance to evaluate their work at regular intervals during the whole process, not just after the first draft. They will evaluate their writing on whether it meets their goals, achieves the purpose and is suitable for the proposed audience.
5. Revise – From the evaluation, children should up-level and improve their writing, so it meets their goals.
6. Edit – Children are also given opportunity to improve the spelling, grammar and punctuation of their writing in the editing stage.
7. Publish – This stage is not always necessary; however, it is encouraged that children have opportunities to redraft their work and/or present it in an imaginative way.

In addition to our learning journey, all class focus on sentence structure at the start of each term. This gives all children an opportunity to refresh their understanding of sentence structure and allows teachers the opportunities to identify and close any gaps in the basic grammar.

Spelling

In EYFS and in Year 1, children focus on spelling through Read, Write, Inc. From Year 2 (after completing phonics) to Year 6, in addition to the Writing Journey, children have discrete spelling lessons every week which focus on the spelling rules as well as the age-expected spellings. Subject specific spellings are also given a focus in all subjects except Maths (whether the focus is vocabulary rather than spelling). In each subject, teachers provide three key spellings, usually related to the specific lesson, that children copy out three times.

Vocabulary

As a school, we have also focused on tier 2 and 3 vocabulary in all subjects as we believe that a key area for our pupils is development of a wide vocabulary. In English and Maths, all key vocabulary and terminology is displayed on working walls, reflecting the current learning of the children. These specific words are taught to the children as part of the lesson and referred to throughout the sequence. In all foundation subjects, key vocabulary is identified prior to teaching and this is given to the children as a pre-assessment. Throughout the teaching sequence, these are referred to and definitions are taught and discussed. There is also the expectation that children will use this vocabulary independently in their own discussions and work. At the end of the topic, children are reassessed on their knowledge of the words.

Class Readers

As well as raising the profile of Reading generally, we understand that reading a book to our children increases their vocabulary, can help children expand their understanding of the world and allows them to be introduced to ideas, experiences and places that they might not otherwise get the chance to experience. All class

teachers have a class reader which to share with their class. This is beneficial to children's writing and, as such, class readers are given a place within English lessons.

Handwriting

In EYFS and Year 1, children are taught letter formation and beginning writing as part of the phonics and writing programme from Read Write Inc. Cursive handwriting is taught from Year 2 (after phonics has been completed). Children follow the school letter formation policy which is displayed in all classrooms. There is an expectation that teachers will present all displays and most resources (where practical) in the school font.

Marking and Feedback

All marking in writing books follows the school's marking and feedback policy. All teachers will provide next steps during the writing process and this feedback may be delivered verbally or as written feedback and teachers will record feedback and next steps in their Marking and Feedback books where the feedback is verbal. There is an expectation that children will have a maximum of three spellings errors highlighted in their books, per piece of work, as well as punctuation and grammatical errors based on current learning.

Intended Impact

The main intended impact of our delivery of Writing is that all pupils enjoy writing across a range of genres, can write for a range of purposes and audiences, and become confident and effective communicators. They will amass a varied vocabulary that they can use across the curriculum and can apply spelling rules and grammatical concepts in their work. We also aim to ensure that our pupils are proud of their writing and have opportunity to see it on display and shared with others in the school and with their families. Looking forward, we intend that by the end of Year 6 most children are meeting ARE and are ready for the secondary curriculum.

Monitoring will take place throughout the year by the Subject Leader through monitoring books, learning walks and consultations with pupils. Further to this, teachers will take part in moderation with another local school looking at their own year groups and Year 2 and Year 6 may be moderated by the LA in the Summer term.