

# WRITING

## INTENT, IMPLEMENTATION & IMPACT STATEMENT

### Intent

We want our children to become confident, skilled, independent writers who are inspired and motivated to write. We aim to teach pupils how to write *well* – choosing ambitious vocabulary, using a variety of sentence structures and, ultimately, crafting coherent, well-planned paragraphs and compositions, enabling them to express their knowledge and ideas clearly and creatively for different purposes and audiences. We also intend to create writers who can reread, revise and edit their own writing, accurately applying the essential skills of grammar, punctuation and spelling. Furthermore, we expect pupils to take pride in the presentation of their work and develop a fluent, cursive handwriting style.

It is also crucial in our context of high EAL and disadvantage that we teach our children how the conventions of written language differ from those of spoken language to best enable them to not only be successful in English, but in all areas of the curriculum and to equip them for the academic requirements of secondary school.

### Implementation

At Ayresome, our writing curriculum is designed to inspire children to write, and to bring clarity and consistency to the mechanics of writing. Quality texts, which are carefully chosen to engage and inspire children, are at the heart of our curriculum. In choosing texts for our Literature Map, we strive to include those that are inclusive, and represent our children. Each term, our writing units are based on a picture book and a novel (two picture books in EYFS and KS1) which link to our wider curriculum and values.

Each writing unit is designed to be an engaging, creative and rigorous approach to develop children's writing, in which the children explore high level, rich vocabulary and are taught grammar in context. This allows children to apply basic skills, vocabulary and grammatical knowledge to write effective sentences, which are full of impact and keep the reader interested.

Throughout a unit, children follow a writing map: a teaching sequence that includes a novel study, immersive experiences and sentence building lessons, before children move into mapping, independent writing and editing.

Immersive experiences are engaging activities, linked to the writing outcome, which are carefully planned in order to immerse children in vocabulary to enhance their writing. As well as these immersive experiences, children take part in sentence building lessons, which focus on two specific elements of grammar or writing techniques per lesson. These lessons are designed to be heavily scaffolded in order to 'hold the children's hands' through the process of writing. They follow the model of 'my turn, our turn, your turn'. After introducing a stimulating resource, teachers model vocabulary use, sentence construction and use of grammar in order to provide a worked example of the sentence. Following this, children contribute their own ideas in order to construct a sentence with the support and guidance of the teacher.

Children then apply their learning by writing their own sentences. Three levels of challenge are provided, with children being encouraged to challenge themselves. The green level challenge is designed to be at the expected level. For children needing some support, such as SEND or EAL children, an orange challenge is provided, as well as scaffolded resources and adult support where needed. To extend more confident or more able learners, a purple 'Deepen the Moment' task challenges learners to independently draw upon previously learnt skills and apply them to their writing.

Following the sentence building stages, children are given the opportunity to map out (collaboratively and independently) and draft their own independent piece of writing. Once complete, younger children are supported to edit their work, whilst in KS2 children are taught how to revise and edit effectively, following clear and direct feedback, in order to ensure compositions flow and are grammatically accurate.

Spelling is initially taught alongside phonics, including application to writing, and focusses on teaching 'tricky' common exception words, as well as exploring patterns and rules. Our approach involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning. The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition. As well as being delivered discretely, correct spelling is also addressed during the editing stage of any writing composition.

Similarly, daily handwriting, follows a step-by-step progression, moving from gross and fine motor development and correct posture to letter formation in families and then joining, with pupils practising each letter or join individually and within words. Teachers are expected to model the school's chosen handwriting style when writing in children's books, on the board and on displays around school.

All aspects of curriculum delivery have been designed to reduce children's cognitive load and increase their chances of success.

#### Intended Impact

By the time that they leave us in Year 6, children will have both the knowledge and skills to be able to write successfully for a range of purposes. Term-on-term and year-on-year, pupils will progress well from their starting points through our writing curriculum and be able to plan, write, revise and edit a range of sentences, paragraphs and longer compositions that flow well and are grammatically accurate.

Ultimately, greater proportions of our pupils will reach the expected standards for writing at the end of each primary phase, as well as being well prepared to succeed as they continue into secondary education.