



Writing Intent, Implementation and Impact

Intent

We aim to enable our children:

- to write fluently, accurately and confidently throughout the curriculum for a variety of purposes and audiences.
- to understand the conventions of writing, including grammar, punctuation and spelling.
- to plan, draft, edit and improve their writing.
- to use a developed, rich vocabulary.
- to develop their knowledge and understanding of how to write in range of genres.
- to develop a consistent, clear, fluent and joined handwriting style and to be aware of the importance of the presentation in order to communicate meaning effectively.
- to develop an enthusiasm for writing.

Implementation

In Pre-school early writing skills are developed through carefully planned activities that enable children to engage in mark making, moving onto the correct formation of letters. In the Reception many opportunities are provided for child initiated and role-play writing. In KS1 and KS2 carefully planned units of work ensure children develop the skills to write a range of genres for different purposes, often linked to the topic being studied. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, poetry, instructions, summaries and evaluations. Spelling, grammar and punctuation are taught both discretely and within the writing unit of work. Within KS2 children follow the Essential Spelling Scheme for years 3 and 4 on a rolling program, with opportunities to practise their spellings using an online app. From Year 1 onwards pupils are taught to use continuous cursive handwriting, to develop a fluent and joined style.

Shared and Guided Writing: Wide varieties of texts are used to provide ideas and structures for writing. The children are taught through the teacher modelling how to compose texts and how ideas are sequenced, clarified and structured. Shared writing is also used to reinforce the teaching of grammar and spelling skills, layout and presentation. Texts used in shared reading are often used as a frame for writing or as a stimulus to extend, alter or comment on it. Guided writing is used with small groups focussing on developing their writing skills, providing support and scaffolding for a task.

Opportunities for extended writing take place both within and outside the English lesson. In KS1 and KS2 pupils regularly participate in 'Big Writes', using the written skills they have been focusing on in an extended writing task. Links with the rest of the curriculum are fundamental and other subjects are often treated as vehicles for English work. The skills learnt in English are applied to work in other subjects.

We provide regular opportunities for children's writing to be shared, displayed, published and celebrated.

Impact

As a result of our teaching of writing at Pulford Lower School, pupils will be fluent, accurate and confident writers, who have an enthusiasm for writing. Our links across the different subject areas ensure that children have the opportunity to transfer their writing skills to other areas of the curriculum and this develops a deeper understanding of specific grammar and punctuation objectives.

The teachers use formative and summative assessment to ensure children are making progress from their starting points. We monitor progress very closely to quickly and efficiently identify and support children who are not making progress. Children are given detailed feedback and clear next steps, as well as opportunities to edit and improve their own writing. School leaders hold half termly meetings with middle leaders to assess the individual children's learning needs and progress.