

Writing

Intent

At Stamford Park Primary School, we want children to be authors who are able to confidently communicate, recall and apply their knowledge, ideas and emotions through their writing and reach their full potential.

Our aims are to:

- Effectively deliver an ambitious curriculum of English writing, with a range of quality texts, varying text types and many opportunities for writing across the curriculum.
- Build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.
- Guide and nurture each individual on their own personal journey to becoming a successful writer.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- Ensure children acquire a wide vocabulary and be able to spell new words by effectively applying the spelling patterns and rules learnt.
Ensure children have a solid understanding of grammar and apply it effectively to their writing.
- Ensure children write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences,
- Encourage children to take pride in the presentation of their writing, by developing a legible, cursive, individual handwriting style.
- Ensure children have a good knowledge of phonics to springboard children to becoming fluent writers,

Implementation

At Stamford Park Primary School, writing is taught daily. Each class uses a variety of stimulus to inspire their writing, including high-quality texts. Children are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons and apply this learning to a topic focus in the wider curriculum. Through the writing process, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing. Within each unit of work, lessons are sequenced in four stages:

- Immerse – A chance to read, explore and enjoy the new text.
- Analyse – Dissect and analyse the text, looking at all spelling, punctuation and grammatical features we can use in our writing.
- Plan – We will plan out what our writing will look like, heavily supported with resources and an example text to reference if needed.
- Write – We will write out our piece of writing in a controlled and creative way, enabling effective editing and drafting.

We will ensure the children have as many opportunities to enrich their writing with a range of activities that will further their understanding and skill. These can include:

- Opportunities to participate in drama & spoken language activities
- Exploring the features of different text types and modelled examples (E.g. Spotting features in our example text – What a good one looks like)
- Handwriting practise
- Vocabulary practise
- Shared writing (modelled expectations)
- Discrete Spelling, Punctuation and Grammar lessons where appropriate.
- Independent writing
- Planning, drafting, editing, and presenting
- Performing
- Workshops with external providers, authors and poets

Impact

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Formative assessment will be used regularly throughout the lesson to ensure the children understand the task, text type and goal of the writing. Summative assessment by the class teacher will take place termly, moderated with their fellow year group teacher and also a neighbouring year to ensure there is progression of skills considered when giving their judgement. Live marking evidenced in books showing the discussions and next steps children are given during the lesson. These can take the form of green pen adjustments, purple pen self editing or peer editing. Final pieces of writing will be stamped, indicating where targets have been met.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed their voice as a writer, enjoy the writing process and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

