English – Writing

Intent, Implementation and Impact Statement

Intent

“No matter what anybody tells you, words and ideas can change the world.”

John Keating

At Aberford C of E Primary School, our intention is to foster a love of writing within all of our pupils, creating authors with a thirst for expressing their thoughts and ideas clearly and creatively through the written word. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing and this is a crucial part of our curriculum. We also intend to create writers who have acquired a wide vocabulary, a solid understanding of grammar and who are able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in, and for, a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, and develop a confident, legible and personal handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils’ ability to make progress.

Implementation

The process of our writing begins in Early Years, as soon as a child can pick up a pencil, and they then begin the journey of developing their skills and ability to confidently write about a variety of experiences. The process helps to empower our children to have the confidence and skills to be able to plan and write both fiction and non-fiction pieces, including poetry.

In Key Stage 1 and 2, lessons are delivered across a 2 (or sometimes 3) week cycle per genre of writing. This will enable children to become ***immersed*** and inspired by high quality texts, be exposed to and guided to write through teacher’s high quality modelling ***(imitate)*** and to then build confidence to apply these taught skills to become independent writers and readers (***innovate and invent).***

Each year group begins the teaching of writing by focusing on the key skills which we expect children to master.  These are rigorously taught and practised so that children develop their fluency with these skills. Writing is a creative process which can set the children’s imaginations alight.  Teachers model how to capture these ideas using the key skills, in addition to always striving to use more ambitious vocabulary and sentences. Grammar and punctuation are taught both explicitly and implicitly within English lessons. We also ensure that grammar skills are effectively embedded into the children’s everyday work. This leads to very high-quality outcomes of which both teachers and children are deservedly very proud.

Encouraging children to read their writing aloud also helps to develop their ability to edit and check with the aid of our editing system, “ARMS and COGS”. After each piece of writing, children are encouraged to edit and improve their written piece, before publishing, giving a sense of pride over their final piece.

We expect children to have very high standards of presentation in their writing and teach a cursive style of handwriting using the Nelson handwriting scheme.

We teach spelling to build on children’s knowledge and understanding of phonics. At Aberford we use the No Nonsense Spelling scheme from Year 3 – Year 6 where children learn the spelling patterns and rules which they must apply to increasingly ambitious vocabulary.  Each week, children memorise up to ten words from the statutory vocabulary and spelling rules which they are expected to spell correctly, and have weekly practice of applying rules and recalling these spellings in a number of sentence types which have been proven to enhance progress and attainment in children’s writing.

Writing is taught across the curriculum ensuring that the skills taught in these lessons are applied to other subject areas.

Writing is assessed consistently throughout the year. Teachers use this to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type. Interventions on specific areas of weakness will be carried out by the class teacher or teaching assistant. Termly, teachers assess writing using official moderation materials. It is expected that teachers will moderate across year groups in time for data drops throughout the year.

 Impact

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in, and for, a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.