



Statement of Intent for Writing

Experience Success ↔ **Build Aspiration**

“Until you spread your wings, you’ll have no idea how far you can fly”

Respect • Resilience • Responsibility • Compassion • Curiosity • Trust

At Bowerhill Primary School our **INTENT** is to enable ALL children to **EXPERIENCE SUCCESS** through **BUILDING ASPIRATION** within them. Equally as important, to **BUILD ASPIRATION** through the **SUCCESS** they **EXPERIENCE**. We want all children to experience just how far they can fly! We will do this through all the opportunities we provide them with, including our curriculum.

Intent

At Bowerhill, we aim for all pupils to:

- Use quality texts which are of interest to our children, as well as broadening their cultural knowledge base, as a means to inspire writing.
- Increase children’s vocabulary as they practise writing and speaking in a range of contexts.
- Have opportunities to convey their thoughts through drama, presentations and discussions, in order to prepare for written work.
- Be fluent enough writers to express their thoughts and learning across a range of genres.
- Have a range of spelling rules and strategies embedded so that writing fluency is not hindered.
- Use a range of punctuation accurately in order to convey meaning effectively in writing.
- Write in a fluent handwriting style.

Implementation

Typical English writing unit design:

1. Read a high-quality text (enabling children to see an author’s use of learning features, layout and language, whilst also nurturing a love of reading) or have a first-hand experience/hook in (role play, drama, trip, picture, video clip or artefact as a visual stimulus).
2. Have an audience and purpose for their writing.

3. Have a learning journey to follow that is referred to daily, and is based on progressive writing skills.
4. Have opportunities to examine texts and talk about texts, their construction, grammar and effects.
5. Have opportunities for high-quality speaking and listening experiences, including drama and pair/group interaction.
6. Have opportunities to apply each of the writing learning objectives selected for the unit in context.
7. Plan, including modelled and shared writing.
8. Draft (i.e. oral rehearsal) and write (including guided writing).
9. Share, evaluate (modelled, then independent), revise (modelled, then independent) and edit (for spelling, tense, punctuation and sense) before teacher marking.
10. Publish (where appropriate)

Spelling

Year 2

- 4 sessions per week using the Revise it, Teach it, Practise it, Apply it sequence. Spelling test once a week.
- Children take home 6 spellings from the spelling unit rule that week for homework, which will be tested once a week.
- The teacher will also choose 6 words (Year 2 Common Exception Words) for the week. These are to be displayed on your English wall and discussed/used where possible during that week e.g. handwriting, dictation.

We follow a two-week cycle for spelling in **Years 3-6**.

Week 1

- 4 sessions of 20 minutes per week following the Revise it, Teach it, Practise it, Apply it sequence. Test on a Monday or Friday.
- Pattern words to be sent home to practise each day as homework – either 6 or 10 words depending on age/ability.

Week 2

- 4 sessions
- Focus on Common Exception words for your year group (CEW).

Impact

English skills are the skills we use every day of our lives. As outlined in our school aims, we aim for every child to have the opportunity to challenge themselves and experience success, through the development of succinct progression of these English skills. At Bowerhill, we aim to enable all children to be confident writers who are able to use inspiration from their reading, with the transcription elements of writing embedded in order that composition can flow. Children will have repeated opportunities to write in a range of fiction and non-fiction genres, linked to our topic drivers where possible.