**Intent, Implementation and Impact of our Writing, Spelling, Grammar and Punctuation Curriculum**

**Writing**

**Intent**

At Hanslope we believe that it is fundamentally important that children see themselves as writers, albeit ones whose skills are continually developing. We aim to ensure that all children, regardless of their background or potential barriers to learning, leave the school at the end of key stage two (KS2) with the skills that they need to write competently and effectively, using Standard English across a range of styles and genres, in a way that enables them to fully access our broad and balanced curriculum.

This ability to write confidently for a range of purposes and audiences ensures that our pupils are fully prepared for their secondary education and hence equipped to achieve their future aspirations.

The writing curriculum at Hanslope encourages children to immerse themselves in different text types (fiction and non-fiction), understand the features and impact of these, and realise the importance of them beyond education.

A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children’s previous knowledge as well as to introduce new learning in a fun and memorable way. Children leave Hanslope with a good understanding of different writing styles and the ability to express their own thoughts and opinions through written text.

**Implementation**

Writing is taught as a whole class lesson in which the skills of handwriting, spelling, punctuation and grammar are embedded naturally. At Hanslope we use high quality texts as a stimulus for writing and we recognise that our pupils need to encounter and assimilate a wide vocabulary which equips them to write creatively and with flair. Through exemplar reading materials, children are encouraged to imitate, invent and innovate using ideas that these texts have generated.

Pupils in KS2 are encouraged to collect and record vocabulary and phrases to use in the independent writing in their own ‘Writer’s Toolkit’ Book; this travels with them as they progress. This ensures that language patterns, punctuation and key phrases are internalised by the children so that they become confident and competent writers.

The National Curriculum states that spoken language underpins the development of reading and writing and, as oracy is a high priority for children at Hanslope Primary School, we weave talk opportunities into every lesson. Using a variety of drama strategies and groupings for talk, children have numerous opportunities to orally explore a text type before they start to write.

The National Curriculum and Early Year Foundation Stage (EYFS) Framework is used to inform the planning and delivery of the writing curriculum at Hanslope. Writing is taught explicitly in daily literacy lessons and skills learnt are regularly reinforced within lessons across the curriculum.

Using a combination of novels, film, poetry and relevant real life events, learning is fun, meaningful and memorable. Repeated practice of writing genres ensures that pupils leave our school capable of writing for different audiences and purposes.

Teachers model the process of writing within every literacy unit so that children understand the thought process behind writing. During this process, teachers think out loud, edit and demonstrate how and why they have structured their writing in the way that they have. Children are then given the opportunity to participate in a shared write, where everybody contributes to the writing outcome. This is scaffolded further into paired, supported and finally independent writing.

To enable our pupils to take ownership of their own next steps, they have writing target cards in their English Books which link to the progression statements set out in the National Curriculum. Teachers and pupils, from Year 1 upwards, identify which objectives have been achieved and this feeds into our writing monitoring system. Using the target cards in writing across the whole of our curriculum ensures that our pupils make links and underpins the expectation that all writing should be of a high standard.

Termly moderation of writing across year groups and key stages ensures that there is consistency in our approach within the school in order to ensure accuracy in our assessments. We also participate in external moderation sessions with our local cluster schools which enables our teachers to compare their pupil’s writing as well as learn from examples of best practice from other professionals.

**Spelling**

In EYFS and KS1 spelling is taught through daily phonics lessons using the Twinkl Phonics programme, where children are given opportunities to practise segmenting using the taught grapheme-phoneme correspondences. Additionally, they are encouraged to learn how to spell high frequency words and common exception words appropriate to the phase they are studying. Spelling Shed is used concurrently in KS1. Resources are sent home regularly to encourage the children to practise their spelling skills at home.

In KS2 spelling is taught in addition to literacy lessons and children understand the importance of learning spellings in a memorable and interesting way. A range of multi-sensory strategies are used to ensure personalised learning which supports pupils in becoming competent lifelong spellers. Hanslope School use the Spelling Shed scheme to ensure progression and coverage.

Where pupils have a barrier to learning with regard to spelling, interventions and targeted teaching are used to support individuals and can include such strategies as additional phonics or precision teaching.

Accurate spelling, appropriate to age and ability, is expected in all writing across the curriculum and children are taught from an early stage to check their writing and recognise their own errors in spelling. They are actively encouraged to edit their spelling errors and in line with our marking policy, teachers will identify key words for pupils to edit using their green pens.

**Grammar and punctuation**

The teaching of grammar and Standard English is an integral part of every writing lesson and across the whole of our broad and balanced curriculum. Using the National Curriculum, key grammar and Standard English skills are taught progressively and systematically throughout the school. The understanding of Standard English is reinforced by the excellent modelling provided by our staff, both in terms of oracy and written language. In KS2 the website [www.spag.com](http://www.spag.com) is used regularly as a supportive teaching tool.

In each year group, there is an expectation that children will be encouraged to use the key grammatical and punctuation skills they have been taught within their own writing. Our expectations are high and teachers will sign post grammatical and punctuation errors in order to support pupils with their developing use of Standard English in a way that is appropriate to their age and ability. Children will be expected to make corrections and edit their own writing using green pen. Initially, this editing will be highly supported with the eventual expectation that pupils in upper KS2 will be able to correct their own writing, thus preparing them for secondary education.

**Handwriting**

In this school, children start to learn handwriting skills in EYFS using a range of strategies to develop their fine motor skills. We use Penpals for Handwriting which is a complete handwriting scheme for 3–11-year olds that offers clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join along; securing the joins and practising speed, fluency; and developing a personal style.

**Impact**

From the regular monitoring of plans, books and pupil interviews, it is clear that writing is taught in a systematic and progressive way, that prior teaching and learning is considered, and that learning is memorable and enjoyable.

Children at our school enjoy talking about their writing – about its construction, purpose and effect on the reader. They are confident to share their writing with staff, children and parents alike and parents are complimentary about the stamina and standard of writing throughout the school.

As a result of the explicit teaching of writing skills, cross-curricular writing is of the same standard as writing completed in literacy units. All writing is planned with a clear intention and audience and editing ensures that writing is presented at its best.

Children achieve well at the end of both key stages and leave Hanslope with a secure understanding of writing; they are well prepared to meet the needs of a challenging secondary curriculum and the expectations of writing across all subjects.

Teachers use the Target Tracker progression statements alongside a range of the child’s writing to monitor progress and assess them at key points throughout the school year. This information is shared with children and parents at three points in the year, either through parents’ consultations to via formal written reports. The English Leader and SLT monitor the teaching and learning of writing frequently to ensure that standards remain consistently high and to identify areas for ongoing CPD.