



Intent-we aim to

Deliver an exciting and engaging curriculum that helps to develop a love of writing and inspires children to want to write and become writers.

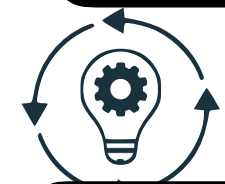
Encourage children to be creative, imaginative in their writing. Becoming experts at applying writing techniques to engage readers.

Provide children with the fundamental skills for writing in spelling, punctuation, grammar and composition.

Allow children to develop into writers by planning, drafting, editing and publishing their work. Creating high quality published work to be proud of.

Support children to write for a range of audience and purposes that are recapped throughout the key stage. Being adept in fiction, non-fiction and poetry.

Become immersed in what they write through high quality texts, experiences and rich language. All in an environment where children are encouraged to articulate their ideas for writing as confident communicators.



Implementation- how do we achieve our aims?

A clear writing process

All lessons and units are clearly structured to allow

children to develop essential knowledge and skills. Effective composition of writing involves a journey that is clear in each year group: forming, articulating, communicating ideas effectively for the reader. This requires clarity, awareness of audience and purpose for each text type. Children are taught essential knowledge and skills to craft a piece of writing over time focusing on different lenses of a writer. Over the key stages children build up writing stamina and sufficient time is given to ensure quality work is produced.

Children are all guided through the writers process of generating ideas, planning, drafting, editing and publishing. Publishing in a range of creative ways to allow children to have a book of published pieces to be proud of.

Consistent and systematic approach

Children begin their writing journey in the foundation stage using

mark making and talk for writing strategies. In KS1, children explore writing strategies within daily RWI sessions where they rehearse sentence building, punctuation and spelling along with additional writing across the curriculum. Once children have completed RWI in Year 2, children then move on to writing lessons supported by The Write Stuff (TWS). This programme brings clarity to the mechanics of writing. During TWS lessons, sentence stacking (scaffolded writing) is used in a my turn, your turn approach allowing children to generate ideas, receive high- quality model and then given the opportunity to write their own independent sentences. This brings together sentences in an organised manner in short, immersed moments of learning that can be applied immediately. Writing is then rehearsed further when writing across the curriculum.

Strong spelling and grammar teaching

Spelling is taught, across the school, using the Spelling Shed scheme and RWI. Children are provided

with sounds that they are learning in RWI weekly to practice at home. Once children have exited the RWI programme, children then move on to Spelling Shed. Children are taught the spelling pattern at the start of the week; explore games and activities across the week associating these words and then take part in a 'live hive' online spelling test at the end of the week. Those that are not at age related spellings (that have been flagged in the Spelling Shed diagnostic tool) will work in small spelling intervention groups.

These children will follow either the Wordshark spelling progressive intervention programme or a lower stage of Spelling Shed.

Children are taught precise grammar in context with, 'The Write Stuff.' GRAMMARISTICS is used to demonstrate different grammar techniques for the year group. Stand- alone grammar lessons are taught if required, but particularly in Y6 for SATs preparations.

Poetry exploration

Children explore a range of poetry in both KS1 and in KS2

specific poetry types are taught across the key stage. Children are taught poetry techniques, enhance their skills across the key stage at crafting effective poems; and practice performing poems both individually, small groups or as a class. See poetry overview for the range of poems covered over the year.

Writing for a range of purposes

Children in KS1 write for a range of purposes and audiences throughout

their RWI lessons, TWS lessons and cross curricular Links. This is further enhanced in KS2, with children having a deeper understanding of the writer's craft and seeing themselves as authors. Writing purposes are covered and in most cases repeated year on year to solidify understanding of the text type and to

Strong vocabulary development

Vocabulary is explored in texts and collated for writing on 'wow word walls'. As children progress through KS2, they are expected to

'maggie' vocabulary from shared and individual texts. Children are exposed to high level tier 2 and 3 vocabulary across all lessons. Children also independently access dictionaries, thesaurus, descriptasaurus books and word mats within their lessons. Each reading comprehension lesson begins with a vocabulary focus for children to explore the meanings of the words and discuss. In Year 5/6 children access Reading Plus, where they work through a progressive vocabulary online



High quality texts

Children have access to high quality texts and

visual stimuli which helped to spark imagination and inspire ideas for writing. Word choices and sentence structures are often maggie'd for writing from texts used in whole class story and reading comprehension.

Progression to cursive handwriting

Correct letter formation is taught from EYFS and is practised daily. Once children in KS1 are confident

with printed letters, they are then introduced to cursive handwriting using the Letterjoin programme once they have finished RWI. Handwriting continues to be taught daily in year 3. As children move through KS2, handwriting continues to be reinforced through modelling, but additional sessions can be taught through small groups or classes where needed.

Strong oracy and drama development

Children are encouraged to express ideas through speaking and listening

opportunity daily including: partner talk, role play and drama activities. These lively learning exchanges provide children with the skills to rehearse writing and generate ideas for writing.

Letter-join 



Impact - how do we know we have achieved our aims?

In lessons and learning walks, Children are engaged within lessons and can discuss with enthusiasm their learning journey.

Writing is creative and imaginative including ambitious vocabulary and grammar techniques. Writing covers a range of audience and purposes.

Progress is evident year on year. Progress of skills is evident in books, lessons, pupil conversations and planning. Individual progress is evident in their whole school publishing book and summative assessment.

Writing is high quality and well-presented in a range of ways. Children act as writers in the planning, drafting and editing process.

Across the school, a high percentage of children are achieving age-related progress.

Children take pride in their work by making choices in language and presentation to appeal to the reader.