

Writing - Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Maryport CE Primary School, in KS2 we aim for all pupils to :</p> <ul style="list-style-type: none"> - communicate in writing clearly, confidently and appropriately; demonstrating a variety of purposes and audiences. - Become adept at writing both fiction and non-fiction. - Foster a genuine love of writing across genres. - Be immersed in what they write through the use of high-quality texts, experience days and a rich language environment. - Become experts at applying writing techniques to engage readers. - Use accurate spelling through the use of the Spelling Shed programme. - Present work that they are proud of through the use of a range of presentation methods using cursive handwriting. - Confidently become a writer through drafting, editing and publishing. 	<p>Children begin their writing journey in the foundation stage using mark making and talk for writing strategies. They then explore writing strategies within daily RWI sessions where they rehearse sentence building, punctuation and spelling. Once children complete the RWI levels in KS1 they then move on to daily writing lessons using the The Write Stuff (TWS). This programme brings clarity to the mechanics of teaching writing.</p> <p>During TWS lessons, sentence stacking is used in a my turn, your turn approach allowing children to generate ideas, receive a high-quality model and then given the opportunity to write their own independent sentence. This brings together sentences in an organised manner in short, immersed moments of learning that can be applied immediately within their writing. An individual lesson is based on a sentence model broken unto three separate chunks of learning.</p> <p>A 'writing rainbow' is used to model the different aspects of writing which is split into three tiers - FANTASTICS (5 senses), GRAMMARISTICS (current National Curriculum objectives) , BOOMTASTICS (engaging writers techniques). Children become confident with all the lenses of each part of the writing rainbow. Children rehearse each of the lenses throughout their writing journey in primary school. Each lens is covered in each year but the level of writing and SPAG taught links with the year group objectives.</p> <p>Children receive experience days within each writing units which are carefully planned to make them purposeful and to enable them to write. These include - trips, visitors, drama, music, objects.</p> <p>Each writing unit lasts between 3-4 weeks. Over the year each year group will have access to a range of fiction/ non-fiction units. Across their primary school journey children will have covered and re-visited all non-fiction units.</p> <p>Once the sentence stacking lessons within the unit have been delivered, children then write in the same genre independently. They have the opportunity to draw on what they have learnt, plan, draft, edit and publish.</p> <p>Within the editing stages children are taught using editing stations how to spot errors within their work and edit as a writer would.</p> <p>During publishing children are exposed to many creative ways to publish their work using a range of handwritten and word processed ways.</p> <p>Spelling is taught using the Spelling Shed programme. 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 spelling (that have been flagged in the Spelling Shed diagnostic tool) will work in a small spelling intervention group. These children will follow the Wordshark spelling intervention programme that works through their common spelling errors in a progressive way.</p> <p>Handwriting is taught using the Letterjoin programme.</p>	<p>We measure impact through learning walks, work scrutiny, formative and summative assessment, and pupil/parent/ teacher voice.</p>

