



Writing

Intent Implementation Impact

SEABRIDGE PRIMARY SCHOOL

INTENT: WHAT WE INTEND TO DO

ENGAGEMENT



To deliver an exciting and engaging writing curriculum that helps children develop a love for writing and makes them want to write.

WRITING FOR PLEASURE



We want children to write for the love of it!

ESSENTIAL SKILLS



To provide children with the essential skills in grammar, spelling, punctuation and composition.

WRITING FOR PURPOSE

Children understand how to write for a specific purpose.



STRUCTURE

Developing children into writers who understand the writing process, including reading and editing, to make their work better.

CELEBRATE

Create a culture where children take pride in their writing, and they are celebrated for their writing achievements.



IMPLEMENTATION: HOW WE DO IT

MASTERY APPROACH

In writing lessons, children are taught essential 'mastery skills' which they require to carefully craft a written piece of work based on an adult model. Children from year 1-6 are taught to apply grammar, punctuation and vocabulary appropriate for various text types through explicit modelling and scaffolding to support their own writing. During every lesson and independent write, children have opportunities to apply and adapt their taught mastery skills. Each lesson includes editing and improving their work; pupils are taught to re-read and make any changes to sentences, spellings and punctuation.

HIGH QUALITY TEXTS

At Seabridge, we follow Pathways to Write. We choose high quality and engaging texts to discuss and learn from when planning modelled writing. The chosen texts are used to explore the specific layout and language features of specific genres and are high-quality and rich in vocabulary. We use the mastery keys to help develop children into more creative writers and encourage children to independently apply them in the own writing. The Pathways to Write curriculum is used from EYFS throughout the school and contains the spelling, grammar and punctuation features appropriate for the year group and text type. Teachers adapt their modelled writing to ensure a full coverage of the key skills, which have been identified in the progression documents.

VOCABULARY

We understand the importance of vocabulary development for reading, writing and oracy and this is a key focus from EYFS to Year 6. We expose children to a wide variety of Tier 2 and 3 vocabulary to use in their writing and pull out vocabulary from our models and reading texts. We display vocabulary up on our working walls with pictures and definitions to support children’s understanding of words. In writing lessons, children are encouraged to use vocabulary from the model texts and, through various recall activities, teachers will make sure children have a good understanding of word choices.

SPELLINGS

In Reception and KS1 we use our Rocket Phonics program to support the teaching of spellings. Year 2 use the Next Steps Phonics Program by Rocket Phonics, to support and embed their application of using phonics for spelling and in the regularly, Term start to using the Spelling Shed program to support spelling practice as well. In KS2 all year groups use Spelling Shed which focuses on teaching spelling concepts and seeking patterns. Statutory words are practiced regularly, and the etymology of words is taught explicitly through spelling lessons.

WRITING FOR PURPOSE

Children across school learn to write a range of text types for a variety of purposes and audiences. Children revisit, develop and strengthen the mastery skills taught in each unit through a Literacy Shed unit. This provides the children with the opportunity to enhance their understanding of a writer’s craft and see themselves as writers. Teachers plan authentic opportunities to motivate children’s writing, including opportunities to publish writing for intended audiences.

CELEBRATE:

Children are often entered in the Headteacher’s ‘Golden Book’ when they have produced an outstanding piece of writing. Their work is then shared with the Headteacher, and they get to sit on a ‘golden’ cushion, so everyone knows they have produced a fantastic piece of work and they get a postcard home. Teachers are always on the lookout and entering writing competitions where children from Seabridge have had their work published.

IMPACT: WHAT DOES IT LOOK LIKE

Children show great enthusiasm for the texts they have studied. They can discuss the stimulus and models confidently.

Children take pleasure and pride in their writing. They enjoy sharing their writing with peers, staff and parents.

Children can use vocabulary correctly and confidently, both in their spoken language and in their written work.

Children have developed their independence in writing and making accurate choice in their writing style.

A growing number of children are reaching the expected standard or higher by the end of the year.