



# St Barnabas

## Church of England Primary Academy

A member of **CTDARI**

**'Achieving great things through learning and growing together in a love-filled Christian family'**

**'That they shall have life, life in all its fullness!' John 10:10**

## **Writing Intent, Implementation and Impact**

### **Intent**

The intention of our writing curriculum offered at St Barnabas is to enable all children regardless of their starting point to be successful in their writing journey. This is done through developing opportunities for children to be courageous writers that are able to write efficiently and creatively. We aim to create efficient spellers, who can articulate their views and ideas through the media of the written word. We endeavour to create proficient writers who are immersed in their writing opportunities after being exposed to a rich and varied stimuli for writing. Our mission is to enable all children in our school to be able to communicate their ideas, thoughts and feelings through their own written words.

### **Implementation**

#### Spelling

At St Barnabas, we have recently introduced the read write inc. spelling scheme. This is to address a major gap in skills noticed by staff through writing moderation. The use of interactive and engaging sessions will enable the children to be exposed to their spelling rules and allow them to contextually apply them in a safe environment where exposure is immersive throughout a unit. Also, misconception and exceptions to rules are taught explicitly to enable all children to accurately understand how to spell their age appropriate word spellings.

#### Handwriting

We are in the process of establishing letter join and writing repeater as our chosen handwriting scheme to enable the understanding and fluency required when performing joined handwriting. It is hoped that through exposure to this scheme we will enable all children to develop fluid handwriting strategies to enable them to write at length and at speed legibly.

### Writing composition

Over the course of the last year, we have been using Alan Peat's writing strategies for sentence level understanding. We have developed a sense of sentence awareness and then have used these strategies to develop the technical aspects of grammar through child friendly and engaging names. We allow children to develop these sentence types and use a vast array of modelling to show how we can link individual sentences together across a paragraph and multiple paragraphs. Also, we can effectively show how sentence types can be used throughout a variety of writing genres by identifying them in a variety of texts through our reading stage of developing our writing units.

### Coded editing/marking

Through our coded editing children experience the opportunity to edit and improve their work by identifying their errors and applying their knowledge of all the above elements of writing. Teachers use codes for errors and the children then find their own errors and edit using their purple pens thus showing an understanding of the elements taught.

### **Impact**

The impact of our development of writing has improved outcomes for teachers and children in school.

Teachers now feel more confident in the delivery of their grammar due to the use of the Alan Peat sentence types. They have a reference point as to where they can go to find engaging writing activities that fundamentally teach the children in their class the grammar coverage for each year group. Teacher's workload has been heavily reduced due to read write inc spelling, having all the planning and resources already available saves teachers time but also ensures outcomes for children as well. We are hopeful that the continuation of the handwriting scheme will see a development and improvement of handwriting across school.

The children are able to articulate what type of sentence has what grammatical function. For instance: a FAT, FAP or FAM sentence are all fronted adverbials that do different things. The children are now becoming more proficient when using these sentence types and are now showing deeper understanding through editing and improving by identifying their own errors when using these sentences.