



English – Writing Intent, Implementation, Impact

Intent

At Sutton on the Forest Primary School, we believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their writing, thus writing is a fundamental part of our curriculum. We aim to bring the fun back into writing lessons and encourage children to play with language and be creative. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.

In addition, we want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a consistent, joined, handwriting style. We believe that all effective writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

With regards to spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

Implementation

Our whole curriculum is shaped by our school vision which aims to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents and reach their full potential in a caring and secure environment. We strive to bring the fun back into English lessons and want our children to look forward to writing. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to vocabulary and teachers model how to use ambitious and imaginative vocabulary through modelling and shared writing. Teachers clearly model writing skills and document the learning journey through working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a 'Talk for Writing' approach. At the beginning of a writing unit teachers plan a 'hook' to engage learners in the text. Through the use of model texts, teachers provide creative learning experiences that engage and inspire children. Following a 'Talk for Writing' approach allows teachers to model using ambitious vocabulary and teaches children how to be playful and imaginative with language which they can apply in their own writing. Through the use of 'boxing up' and the 'Talk for writing' toolkits children learn the skills of a writer which allows them to confidently write for different audiences and purposes. Children are given frequent opportunities to develop their skills in writing in different genres which they can apply across the curriculum. Pupils are taught punctuation and grammar skills, appropriate to their year group, within our 'Talk for Writing' approach to planning, allowing opportunities to identify, practise

and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

At Sutton on the Forest Primary school, spelling is taught regularly in focused sessions within each class. In EYFS and KS1 children follow the Little Wandle phonics program and children are systematically taught the range of graphemes for each phoneme and practise these repeatedly. In KS2 spelling is taught through the Spelling Shed program. Children are taught a different spelling pattern each week and are encouraged to apply these rules in their writing. Spellings are sent home in each year group (apart from EYFS) as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

Impact

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the Talk 4 Writing sequence being established and taught across the school, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards will improve and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.