



Intent, Implementation and Impact for Writing

INTENT

We strive to create an enjoyment of writing amongst our children along with a recognition of its importance; our **sequenced and ambitious curriculum** enables this throughout the school. It is our intent to provide a high-quality education in English that will teach pupils to speak, read and write fluently so that they can **communicate their ideas and emotions** to others effectively, creatively and successfully.

Through our curriculum, we intend for pupils to be able to write independently with **resilience**. We believe that all good 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. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. 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. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a fluent, legible and speedy handwriting style.

IMPLEMENTATION

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very **best possible version of themselves**. Whilst at Perryfields, pupils will write and study a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and stories. This gives learners the opportunity to tailor their writing to the audience. We also choose our texts to include books and authors that the children may not be familiar with, thereby **broadening their horizons** and providing an opportunity to build some **cultural capital**.

We recognise that a limited vocabulary is a barrier for some pupils in our school and to address this, we use our working walls to display vocabulary that we have 'magpied' from texts. We discuss the meaning of the word and encourage children to use these words in their own writing. We place high importance on sequential learning and the accumulation and exploration of vocabulary, before moving on to sentence craft and creative writing. Shared and guided writing is used to model the process of writing and encourage children to up-level vocabulary choices, thinking of more interesting words with a similar meaning. Through our learning power of independence, we guide the pupils to proof reading their work and self-correct errors. This structural and technical knowledge is fostered alongside developing a **love for writing** as a lifelong means for communication and expressing themselves.

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are

teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Throughout Key Stage One, children are taught to apply their knowledge of phonics to help them spell accurately, and to structure their work to make it easy to read. Handwriting is taught through **Kinetic Letters** program, which addresses motor skills and makes children strong for writing.

The English provision at Perryfields is monitored by the subject leaders and SLT through learning walks, observations and book monitoring. Feedback and good practice is then shared with staff. We measure the impact of our Writing Curriculum using the National Curriculum objectives. Children are assessed through formal and informal teacher assessment against year group objectives and progress made is recorded and tracked half termly. Next steps are identified and shared with the children.

IMPACT

All pupils will make clear and significant progress from their own **personal starting points**. Our pupils will acquire a wide vocabulary, about subjects from across the curriculum, and have a strong command of the written word. They will be able to spell most of the words they want to use with **confidence** and will be able to implement and identify correct grammar with accuracy. They, most importantly, are able to communicate effectively and express themselves in a variety of genres in writing to take forward in to their lives, navigating the world around them with skill and flair, enabling them to have the necessary skills and passion to gain cultural capital. They will use these skills as they move forward on to the next stage of their educational journey, allowing them to access other curriculum areas and use this as a foundation to integrate new skills in to larger concepts.