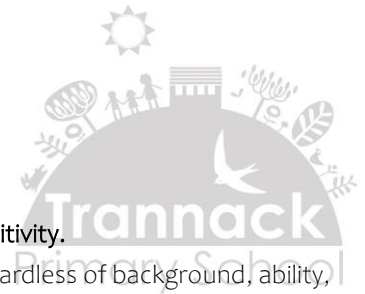


# Writing Intent, Implementation & Impact 2023-2024



## INTENT:

At Trannack Primary School we want all our children to view themselves as ‘writers in training’ who approach their writing with enthusiasm, creativity and positivity.

To achieve this, we put the teaching of writing at the centre of our broad and balanced curriculum. Our aim is to ensure that every child within our school, regardless of background, ability, or other potential barriers, leaves our school as a competent writer, with an understanding of the conventions of Standard English and when to use it effectively. This ability to write with confidence for a range of purposes and audiences ensures that children leave Trannack fully prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life. Children leave Trannack with a deep understanding of different text types and how to construct them effectively with clear purpose, appreciating that these structures provide a foundation on which their imagination, creativity and personality can thrive in the texts they write.

## IMPLEMENTATION:

The writing curriculum at Trannack encourages children to immerse themselves in different text types, understand the features and impact of these, and realise the importance of them beyond education. A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children’s previous knowledge as well as introduce new learning in a fun and memorable way.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

The teaching at Trannack Primary School develops pupils’ competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing are incorporated into the National Curriculum programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Our curriculum ensures that all children have plenty of opportunities to write for different purposes. We encourage writing through all curriculum areas and use quality reading texts to model examples of good writing. Each unit of writing is taught through a learning sequence; input (to include SPaG elements), draft write, edit and final copy. We believe that children need lots of rich speaking and drama activities to give them the imagination and the experiences that will equip them to become good writers. The skills and knowledge being taught in each unit are displayed visually for the children on the working wall in the classroom. At the conclusion of each writing unit a marking ladder is used for children and teacher to assess their writing, discuss everything that the child has achieved and set a personal target for the next writing unit.

Vocabulary is a priority, and we seek to expose children to as much language as possible, whether this is through tier 2 words (ambitious and interesting words) or tier 3 words (subject-specific language). Children’s vocabulary is built through our class text, topic work and by developing a rich knowledge of synonyms and antonyms through the use of thesauruses, word banks and focused internet searches.

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Teachers model the process of writing within every literacy unit so that children understand the thought process behind writing. During this process, teachers think out loud, edit and demonstrate how and why they have structured their writing in the way that they have. Children are then given the opportunity to participate in a shared write, where everybody contributes to the writing outcome. This is scaffolded further into paired, supported and finally independent writing.

Teachers use the CROFTY writing progression criteria to ensure effective assessment to monitor progress and assess them each half-term. Children also take part in a termly 'just write' exercise which also informs teacher assessment. This information is shared with children and parents three times per academic year. The English team monitor the teaching and learning of writing frequently to ensure that standards remain consistently high and to identify areas for ongoing CPD.

## Spelling

Spelling is taught in all classes from Years 1 -6 daily using the Spelling Shed Programme and reinforced across the curriculum. In EYFS and KS1 where pupils are following the RWI programme, new words and initial spelling strategies form part of the phonics programme and discreet writing sessions. New spelling patterns and spelling rules as well as statutory words are taught on a weekly basis with opportunities to practise, apply and develop spelling skills and knowledge throughout the week, across all areas of curriculum. Pupils are supported further with access to Nessy spelling and other interventions as necessary in Key Stage Two.

## Punctuation and Grammar

Grammar is taught at the beginning of each week in a stand-alone lesson. The Grammar element taught is relevant to the unit of writing being studied at the time and will be recapped throughout the week. The teaching of grammar objectives is supported by the use of sentence types to help pupils develop and enrich their writing experiences. Pupils are taught to recognise the range of social functions that writing can perform (e.g. persuade, instruct, inform) and to develop a clear understanding of the structure and language features associated with different genres of text.

## Handwriting

As a school, we subscribe to the Letter Join handwriting scheme. Handwriting in our school begins with correct letter formation in the EYFS, before moving onto a cursive style in KS1 when it is appropriate to do so. This is then continued all the way through KS2. Handwriting is taught and practiced from EYFS to Key Stage 2 daily. Teachers use a range of tools such as interactive animations, handwriting activities, online games and practice sheets.

# IMPACT:

## **Children at Trannack will:**

- View themselves as 'writers in training' and find enjoyment in the creative process of writing
- Enjoy talking about their writing – about its construction, purpose and effect on the reader.
- Be confident to share their writing with staff, children and parents alike
- Cross-curricular writing is of the same standard as writing completed in literacy units.
- All writing is well-presented
- Children achieve well at the end of both Key stages and leave Trannack with a secure understanding of writing and are well prepared to meet the needs of a challenging secondary curriculum and the expectations of writing across all subjects.