



## WRITING

### INTENT

At Saint Hugh's we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. 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 want them 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 pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.

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 do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills. Therefore, we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

### IMPLEMENTATION

#### **Classroom organisation:**

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for SEN and lower attaining pupils to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as word banks or a greater level of modelling.

Higher attaining pupils are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

# ENGLISH Intent, Implementation, Impact Curriculum Statement



## **Spellings:**

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use *Readiwriter* to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week.

When marking work, teachers identify up to three words that children have spelt incorrectly from within that child's known ability and these are written at the bottom of the child's work. Children are then encouraged to identify these incorrect spellings in their own writing and correct them and practice writing them out.

## **Grammar and Punctuation:**

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.

## **English Lesson Sequence:**

Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. At the end of each unit, pupils have the opportunity to write an independent piece against the agreed success criteria.

Every narrative unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit. Teachers support the writing process through *shared and guided writing* to help pupils identify and mimic the identified features in their own writing.

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Non-fiction units are also taught and may be based on a stimulus text or may be related to another curriculum area.

## Marking and Feedback:

All marking and feedback is given in line with our marking and feedback policy. Summative assessments will be entered into *OTrack* each full term.

Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended write that pupils produce at the end of each unit, and determine to what extent pupils have met the agreed success criteria for that genre of writing.

Teachers will refer to the *Writing Assessment Grids* that have been developed with *Lincolnshire Teaching Schools* as a support for making judgements and to inform planning.

## IMPACT

- Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences.
- Pupils will enjoy writing across a range of genres and develop a love of writing and be well-equipped for the rest of their education.
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Pupils will have a wide vocabulary that they use within their writing.
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs nondisadvantaged).