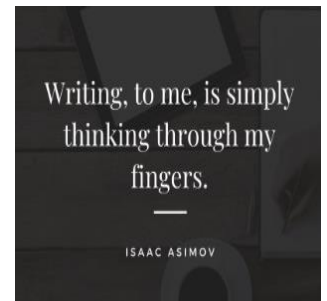


## Intent, Implementation and Impact

### Statement - Writing



#### Intent

At Warren Wood Primary School, the teaching of writing is of greatest importance within our broad and balanced curriculum. Our aim is to ensure that every child, regardless of background or ability, leaves our school as a capable writer with an understanding of different literacy techniques and how to use them effectively. Our bespoke writing curriculum at Warren Wood supports children to become independent writers and encourages engagement with high quality texts which stimulate interest, whilst building on prior knowledge. The Drama, Engagement and Active Learning (D.E.A.L.) approach supports writing across each phase by immersing children in texts and enabling further development of their understanding, whilst creating enthusiasm and motivation. This is underpinned by a progressive knowledge of spelling and grammar and an understanding of the importance of proofreading and editing writing.

Learning to write with confidence for a range of purposes and audiences ensures that children leave Warren Wood prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life.

#### Implementation

At Warren Wood Primary, writing is taught 4x per week across Key Stage 1 and 2 and there are structured opportunities for writing each day in EYFS. Each class studies a different high-quality text, lasting from a few weeks to a half term depending on text type, length and year group.

Long, medium and short term planning along with the use of progression of skills maps, ensure that a variety of genres are progressively taught and built upon both throughout the year and throughout the school.

Writing is also a key focus in our creative, wider curriculum, where children are given the opportunity to transfer and build upon their knowledge of a genre studied during English lessons and apply this learning to a subject specific focus.

Through our modelled, shared, guided and independent writing process, children will progressively acquire and embed the skills to plan, draft and refine their written work over time. They are encouraged to develop independence to identify their own areas for improvement through taught proofreading and editing processes.

Writing lessons are sequenced to ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches/opportunities such as...

- Immersive D.E.A.L. opportunities to enhance understanding and create awe and wonder.
- Exploring the features of different text types and modelled examples (E.g. Spotting features in a WAGOLL – What a good one looks like)
- Progressive handwriting practise using Rocket Phonics (Rec /Year 1) Pen Pals (Year 2 and 3)
- Vocabulary practise planned into writing and reading lessons

- Shared and guided writing (modelled expectations)
- Discrete English Grammar, Punctuation and Spelling lessons in addition to consolidation in writing lessons
- Independent writing
- Planning, drafting (UKS2), editing (KS2), proofreading (KS1) up-levelling and presenting.
- Performing

## **Handwriting**

In EYFS, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop their letter formation. In KS1 and LKS2 we use a handwriting scheme which develops gross & fine motor skills whilst teaching ascenders, descenders and joins.

Teacher's role model the handwriting taught when marking children's work, writing on the board and on written displays around the school.

## **Spellings**

From Year 1, classes use a 'chilli challenge', approach to spelling. Children are given the opportunity to learn year group spellings, subject specific related vocabulary and consolidate words which are often misspelt. Through exploring spelling patterns and rules, we aim to create confident spellers which is underpinned by the early teaching of phonics. Children are also taught to...

- Spell accurately and identify reasons for misspellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

## **Impact**

- From the monitoring of plans, books and pupil voice, it is clear that writing is taught in a systematic and progressive way where prior teaching and learning is considered and learning is memorable.
- At Warren Wood we embrace adaptive approaches to teaching, to engage all pupils and plan effectively for inclusion and challenge.
- Children enjoy talking about their writing and the older children are able to discuss its construction, purpose and effect on the reader.
- They are confident to share their writing with staff, children and parents alike and effort and achievement is celebrated.
- Writing is planned with a clear intention and structured through a progressive sequence of lessons.
- Teachers use the Warren Wood's progression map statements alongside a range of the child's writing to monitor progress, and assess them at key points throughout the school year. This is tracked and monitored to support challenge and inclusion.
- CPD is delivered to staff through INSET training sessions and up to date knowledge and research is shared.