

Resilient  
Warriors

Curious  
Thinkers

Ambitious  
Individuals

Knowledgeable  
Speakers

Excited  
Learners

Global  
Citizens

# Writing



Intent - we aim to ...

*'The more that you read, the more that you will know. The more that you learn, the more places you'll go'*  
Dr. Seuss

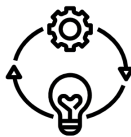
nurture a love of writing, where children become confident, independent and lifelong writers.

Provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school.

Use high quality, captivating and engaging stimulus' for writing, which allows for the development of vocabulary, sentence types and understanding of trickier texts as they move through school.



All learners to achieve their full potential in writing, and committed to providing the scaffolds and challenge in order for our children to achieve this.



Implementation - how do we achieve our aims?

In KS1, alongside phonic sessions, the children use a text as a stimulus for writing, which then supports the language development and sentence construction, as well as beginning their journey into the purposes for writing.

In KS2, there is a consistent sequence of comprehension, identifying the features of a W.A.G.O.L.L, vocabulary development, sentences, first draft, edit and improve and then the final piece in the purple polished book.

Across the school, high-quality texts and visual stimuli, which spark imagination and creativity, inspire ideas for writing. As the children move through school, they will have built up a bank of high quality texts, which they have responded to, as well as building their knowledge on the main success criteria and focus areas for each of the writing activities, including writing to entertain, inform, persuade, entertain and discuss. This is then built upon, and added to as they move through school.



## Implementation - continued

Within the structures journey for writing, children are taught to use precise grammatical terminology to discuss and learn from W.A.G.O.L.Ls which are a key part of sharing high expectations with the children. This is linked to the writing genre and purpose, so that children are given a real-life context. For some grammar areas that don't lend themselves to a given context, discrete grammar lessons are taught.



We ensure that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Teachers leave next steps in books when marking, along with 'green and blue highlighting' so that children can see what they need to improve on. This is then followed up as part of the editing process, and reflected in their final purple polished pieces book. Our children are very proud of their final pieces.

In KSI, spelling is taught as part of the Read, Write Inc session. When moving from Year 2 onwards, the children are taught spelling patterns using the Spelling Shed scheme and tested weekly. Where possible, vocabulary is taught within the context of the topic or theme being focused upon.

We have high expectations of our children in terms of their handwriting and presentation of work in their books. No matter what subject or activity, high writing standards are embedded throughout.

Letter formation and handwriting are priorities in EYFS, leading into KSI. When children are able to form their letters accurately, they move onto using a cursive script, which is then enforced throughout KS2. Teachers model using cursive script to set expectations for our children.



## Impact - how will we know we have achieved our aims?

Children are engaged and thoughtful in lessons, and have developed the skills to become competent and independent in their writing.

Children apply taught writing skills, including phonics, to write for a range of purposes and audiences.

Children know more, and remember more, and have the skills to equip them to progress from their starting points.

Children make strong links between reading and writing, and understand how texts and stories can inspire them to become writers.

Writing is high-quality, and presented in different ways, across the curriculum. Children use aspirational vocabulary in their writing.

The % of pupils working at age-related expectations and above age-related expectations will be at least in line with national averages and will match the ambitious targets of individual children. In addition, the gap between disadvantaged and all pupils will be diminished.