

Writing: Intent, Implementation and Impact Statement

Intent

At Edward Wilson, our English curriculum provides many purposeful opportunities for reading, writing and discussion. We believe that every child should become independent, confident and committed learners with a secure knowledge and understanding of the English language. It is crucial that we ensure that speaking, listening, reading and writing are united so that pupils have the chance to express themselves as fully as possible. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening; using discussion to communicate and further their learning. We also believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the Early Years Foundation Stage (EYFS) and the Primary Curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

We follow the 'Power of Reading' Scheme at Edward Wilson, to enable quality teaching and learning to take place. Writing is an essential life skill and we want to ensure that every child has access to quality experiences of literacy and that all teachers have the knowledge and resources to support children to become confident, happy and enthusiastic readers and writers. We deliver a curriculum that:

- Enhances teachers' and children's pleasure in reading, and raises children's achievement through teachers' knowledge of literature and its creative use in the classroom
- Uses a text focus approach to writing across the whole school that allows children to engage with a text, relate to characters, facilitate writing in a range of genres and challenge pupils
- Enables pupils to acquire a wide vocabulary and an understanding of grammar (using this confidently and correctly)

Our vision is for all pupils, is to have secured confidence in and a resilience for writing across all genres, demonstrating an ability for creativity as they leave Edward Wilson Primary School and move onto secondary education.

Implementation

Through the use of 'Power of Reading' and our own carefully selected materials, we use a wide variety of quality texts and resources to motivate and inspire our pupils. Teachers also ensure that cross curricular links with other subjects are woven into the curriculum where possible.

We ensure the National Curriculum aims for English are embedded in lessons for all pupils, so that they develop the skills to:

- Read easily, fluently and with good understanding developing the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Use structured talk in order to articulate their understanding, ideas and opinions
- Be competent in the art of speaking and listening through presentations, drama and participating in debates

To support the development of writing, we use the following:

- Structured talk, breaking down the writing genre, writing scaffolds, character analysis, planning, drafting and editing skills
- A text focus approach to writing that allows for:
 - Comprehension links
 - Cross-curricular links
 - More opportunities for class reading
 - Providing opportunities for re-telling, sequencing, acting out, and focusing on specific parts of the text
 - Familiarisation with a text and abilities to make links with other books
 - Improving spelling/widening vocabulary
 - Support pupils to develop speaking and listening skills, reading and writing in a fun, engaging and motivating way.
 - Use high quality texts
- Opportunities for greater depth extended writing across the whole curriculum
- Whole school spelling focus – Spelling Bee incentive has encouraged pupils to become active learners and motivated to improve their spellings
- Handwriting is taught across the school, with a focus on developing manipulative skills in the Early Years. Pen and ‘Golden pencil’ Licences are issued to pupils to encourage them to take pride in their handwriting
- Spelling Punctuation and Grammar (SPaG) focus in writing to ensure SPaG is being taught and applied to writing
- Extension tasks that challenge pupils are provided e.g. using a thesaurus and dictionary to improve writing, challenge questions
- Questioning that deepens knowledge e.g. grammatical and sentence structure
- Feedback in Literacy lessons includes time for pupils to respond to both live marking and written feedback giving them the opportunity to edit and correct their work
- Spelling corrections help pupils correct and consolidate their work (with particular focus in UKS2 for children to use dictionaries to self-correct spellings where possible)
- Regular book scrutinies are carried out to check all teachers are following our marking policy rigorously

- Pupils are encouraged to 'talk for writing' and are given a 'talk homework' task every six weeks for which a simple discussion task is set. The aim is to encourage pupils to share ideas with their families and develop their vocabulary and imagination through talk. After each talk homework task, the pupils present their ideas to the class (in KS2 presenting this in the form of a speech to the class)

In addition, throughout the school year our Literacy curriculum is enhanced through World Book Day, Spelling Bee competitions three times a year, volunteer 1:1 reading, drama workshops, poetry workshops and a range of trips and visits which enrich and complement children's learning. Every classroom has colourful displays, working walls, handwriting font reminders and 'Vocabulary of the week' displays to enhance and reinforce learning.

In EYFS:

- A 'Power of Reading' text is used once every term where a text themed approach is taught during that week
- Phonics is taught daily in EYFS following the Little Wandle 'Letters and Sounds' scheme
- In Nursery, children have access to a range of activities that aid in fine motor control and development such as: play dough, threading and small construction as well as weekly adult-led mark making that is differentiated individually
- In reception, children also have access to a wide range of activities as well as two adult-led and differentiated writing activities per week. Moreover, there is always an element of writing in every phonics session and emergent writing in many child-initiated activities

Impact

- Termly assessments show that most pupils at Edward Wilson are achieving in Literacy at age-related expectations
- Each year, we have pupils achieving Greater Depth standard in writing at the end of KS1 and KS2
- Writing samples are taken three times a year to assess writing judgements
- Cross-curricular writing standards have also improved, book monitoring shows that pupils are transferring their writing skills into other subjects;
- Pupils benefit from visiting specialists e.g. drama, poetry, storytelling workshops. This improves their Literacy skills and confidence
- Writing competitions have raised standards in boys' writing, encouraged and motivated pupils (especially boys) to write for a purpose
- Lesson observations, internal moderations and joint moderations with other local schools have helped to raise standards
- INSET training provided for the staff (including sessions on grammar and the use of standard English with support staff) has raised awareness of expected standards for pupils and adults
- Regular monitoring of books and observations ensure consistency across the school
- Good links are made between reading and writing via the use of the Power of Reading scheme