

## Grange Primary School



### Intent, Implementation and Impact Statement – Writing

#### **Intent**

Writing is a crucial part of our curriculum at Grange Primary School and aims to lay a foundation for success across all curriculum areas. Through our diverse writing opportunities, we hope children develop a broad vocabulary, a keen imagination and the confidence to express their thoughts and ideas clearly and creatively through a range of writing genres.

Our goal at Grange Primary School is to foster a love of writing from an early age. We endeavour to provide engaging and developmentally appropriate opportunities for children to explore and express their ideas through various modes of writing such as drawing, marking making and emergent writing from Nursery. We strive to create a safe and supportive environment where children build their confidence and skills as writers, whilst also learning to appreciate the power of the written language as they move through their school years.

At Grange Primary School, we strive to have a curriculum which is reflective of the diversity of our community and the wider world, in which all children feel seen and valued. By the end of key Stage 2, we intend to equip our children with essential skills of spelling, punctuation and grammar, which are key to success in secondary school and beyond. We place a huge emphasis on editing and improving writing, with the aim of developing reflective and ambitious writers who have the skills to unlock their own potential. Above all, we hope all children leave us with a love of writing and pride in the skills they have acquired.

We have high expectations of all children and intend for them to leave Year 6 as confident, fluent, independent writers who not only understand the purpose and importance of writing within the wider society but that they positively engage in the process; taking pride and personal responsibility for their part in this. We intend for our children to be able to communicate effectively through their writing across a range of fiction, non-fiction, poetry, genres and themes, including being able to write for different levels of formality, purpose and audience - this applies to all writing opportunities, including when writing across the wider curriculum, where the children are expected to apply the written and spoken language skills they have acquired from the English curriculum. We intend to immerse the children in a range of quality texts and media; exposing them to a wealth of rich vocabulary and grammatical structures that enable them to be creative and risk-takers, while maintaining a critical and reflective approach.

#### **Implementation**

At Grange Primary School, we believe that writing is an integral part of a child's development and a critical skill that should be nurtured and developed from an early age. Our writing curriculum follows the National Curriculum and EYFS Framework and is designed to be inclusive of all; enabling all children to excel at every stage of learning and with a preparedness for success in life. Knowledge and skills are taught progressively and sequentially, with high expectations to maximise learning outcomes for all children.

Children in the Early Years begin 'writing' through opportunities provided to them within their provision. They are encouraged to engage in various forms of 'writing:' from initial mark making, to drawing and writing strings of letters in order to begin to form words, captions and sentences. Adults consider each child's developmental level and individual needs in order to support their learning journey. We focus on creating a supportive environment that encourages children to experiment with language and express their ideas in their own unique ways. Our approach in the Early Years, emphasises the importance of play and exploration in the writing process and we strive to create and promote fun and engaging

experiences that foster a lifelong love of writing. Children in reception are also provided formal writing lessons in small groups based on the topic they are learning about. They are then encouraged to access this throughout their play independently, making use of the explicitly taught skills.

We adopt a book-based approach in the delivery of our writing at Grange Primary School- supported by *the Literacy Tree*. Quality, engaging and diverse texts that cover a range of themes, contexts and structures are used as a starting point for writing; whilst also promoting a cross-curricular approach, with a particular focus on our History and Geography curriculum. Lessons are taught with a focus on spelling, punctuation and grammar, ensuring that children can apply their knowledge and skills for different writing styles, audiences and purposes, and that they are critical, reflective and creative writers. The structures for writing are embedded within the lessons through the chosen quality text. Literacy and cross-curricular displays around the school demonstrate the learning journey of each class and celebrate the excellent writing the children have produced.

Staff are provided with continuous professional development from outside agencies and through staff meetings, trainings and inset days. This is to ensure that staff have good subject knowledge and are well-informed of school policies and procedures, as quality first teaching is essential in enabling all learners to thrive. Over the course of study, planning is coherent and sequenced in order that core skills and knowledge become embedded. Teaching is designed to help learners integrate new knowledge into larger concepts;

Spelling and grammar are taught rigorously across both key stages. Children in year 1 learn to spell the common exception words correctly and spell other words with their increasing phonics knowledge. Children in year 2, teach the Bridge to Spelling from *Little Wandle Letters and Sounds Revised*, then move into the programme's Year 2 Spelling units. The programme provides full coverage of National Curriculum spelling requirements. Teachers in key stage 2 teach spelling through *Literacy Tree- Spelling Seeds*. *Spelling Seeds* complement *Literacy Tree Writing Roots* by providing weekly, contextualised sequences of sessions for the teaching of spelling. The objectives and spelling words match the Literacy Tree text being covered to make for purposeful application.

Children are encouraged and supported with the ability to self-edit, adapt and improve their writing throughout the writing process. They are encouraged to take personal responsibility for the quality of their writing, as well as make independent choices while remaining within the structures of the intended learning outcomes. Grange Primary School has a clear marking policy with children responding to teacher's marking and feedback at the start of lessons, as well as an expectation of editing and up-levelling ideas within each piece of written work.

Continuous assessment is deployed throughout a lesson with staff systematically checking learners' understanding, identifying misconceptions and providing clear, direct feedback. Staff respond and adapt lessons, as necessary. Teachers assess children's independent written pieces of work in English and across the wider curriculum topic writes. Senior leaders continually review and scrutinise the quality and consistency of provision across the school through learning walks, lesson observations, book looks, analysis of data, and pupil conferences. Senior leaders are reflective and proactive in approach, making any necessary adaptations to provision in order to ensure children are receiving the highest standards of education.

Working Walls are used to show the writing process for a unit of work, with text examples, subject specific spellings and high-quality vocabulary that children can access to support their writing. Work is adapted by the teachers to best support the learning needs of children in their class included adapted tasks and the use of visual word banks, colourful semantics and visual aides.

Writing is celebrated in weekly assemblies, on the school newsletter and through displays of published work. Learning environments are designed to ensure they reflect present learning. Workshops and Celebration Days inform parents/carers of the National Curriculum expectations, offer ideas and support in relation to working with their child/ren at home, and provide a showcase for the importance of writing.

### **Handwriting**

Fine motor and gross motor skills are a crucial part of children's development. These activities are planned throughout the Early Years and year 1, in order to support children to build muscles and to

practise and master the skills needed for everyday activities. Children in reception receive explicit letter formation instruction daily alongside phonics, where the children practise forming letters using rhymes to embed the correct formation. Additionally, gross motor and fine motor interventions are put in place for those children who may need additional practice of these skills across the school. In years 1 and 2, children receive daily handwriting practise sessions with explicitly modelled formation. This is taught through their spelling and high frequency words. In year 3, these lessons are taught several times a week alongside spellings. In years 4, 5 and 6, lessons are also taught through spellings but the frequency is dependent on the need; in key stage 2, children will record their handwriting in their English book alongside their daily written English work. Children who write in a legible printed style, with their letters formed correctly, will then be taught to join their letters (Using the font, Letter join No Lead 4 as an example). Children who attain a neat, legible joined handwriting style are awarded with a 'pen licence' and are given a handwriting pen. Handwriting should be consistent throughout all lessons, including across the curriculum. Pen Licences are taken away from a child if a neat joined style is not maintained. The lines in a child's english workbook reflect the child's handwriting ability. Grange Primary School uses the Letter-join handwriting scheme. Children have access to Letter-join Home Edition to enable them to practise their handwriting at home. Teachers model this handwriting during lessons and the cursive script is visible to children in displays around the school. Children who need additional support in spelling or handwriting are targeted in interventions that are tailored to address their specific gaps.

### Impact

At Grange Primary School, we believe that children should develop detailed knowledge and skills in writing in order to ensure they are fully prepared for the next stage of learning. By the time they leave us, they should be able to produce written work in all areas of the curriculum that is of a consistently high standard and for a range of formalities, purposes and audiences. Children should develop a love of writing and be encouraged to be accurate, while having authority to be reflective, critical risk-takers.

The impact of the English curriculum is measured through a variety of assessment opportunities. During lessons, assessment strategies include written and verbal feedback, targeted and supplementary questioning, and peer and self-editing in-line with the school's marking policy; teachers adapt their planning as a result of their continuous assessment for learning. Writing is assessed within an english unit of work through independent writes, as well as half-termly in the wider curriculum, with targets being set for individual learners. Assessment data is submitted on a termly basis and analysis completed in relation to attainment and progression. Teachers upload this assessment data onto the whole school tracking system and monitor progress towards National Curriculum objectives as well as the progress of targeted intervention groups. Termly moderation meetings are held in school and teachers also attend cluster moderations so that writing judgements can be aligned with other schools in the borough and targets for improvement are identified. Teachers' performance management targets aim to provide consistently high standards of teaching and learning, with an additional focus on children who are working below the expected standard.

Throughout the term, the Senior Leadership Team undertake a continuous monitoring approach through learning walks, observations, book looks, pupil conferences, teacher feedback and pupil progress meetings in order to monitor the quality of teaching and learning across the school. The outcome of these reviews is reflected in actions set out in teachers' appraisals and as whole school targets shared with staff. Grange Primary School has a proactive and reflective approach to continuous improvement and ensures that we are ambitious and set high expectations for all children's outcomes.

End of Key Stage 2 data shows that pupils leave Grange Primary School having made good or better progress from their starting points. They are able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. They acquire a rich vocabulary and have a strong command of the written word. It is clear that children leave Grange Primary School with a love of writing and high expectations of their own abilities.