



WRITING INTENT STATEMENT

'Where young minds grow and young hearts learn to care'

LEARNING AND
FLOURISHING
TOGETHER



Writing Intent, Implementation and Impact

Writing Intent (the What) and Implementation (the How)

Writing Intent (the What)

At St Andrew's Primary School, we recognise that English skills underpin all elements of the curriculum and are essential life-skills. Considering the fundamental importance of speaking, listening, reading and writing in everyday life, we are dedicated to enabling our children to become successful, accomplished writers.

We aim to foster an enjoyment of writing amongst our children, and a recognition of its value, through the provision of a sequenced, ambitious curriculum. We place the development of writing, linked to reading, at the very heart of the curriculum, and provide meaningful contexts and quality texts as the inspiration for writing. We want children to acquire a wide vocabulary, a secure understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn.

At St Andrew's, we use the National Curriculum in England 2014 Framework for English as the basis for our curriculum planning. We also use the methodology 'Talk for Writing' which structures our English units into three clear sections: Immersion, Innovation and Independent Application. This will involve; skills teaching, shared writing, independent writing and editing and redrafting.

Throughout their time at St Andrew's, children develop their writing by exploring a whole range of different genres and text types, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. Our Writing Progression documents outline the progression of knowledge across the year groups, leading ultimately, to the writing of a range of quality genres.

We not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Writing Implementation (the How)

Units begin with a pre-assessment, or a 'Cold Write', piece of extended writing. These pieces of work are then assessed and used to inform future planning, also ensuring effective coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the English curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate. English is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

Each unit of writing is taught in 3 'phases', each of which typically lasts about a week:



WRITING INTENT STATEMENT

'Where young minds grow and young hearts learn to care'

LEARNING AND
FLOURISHING
TOGETHER



PROUD TO
BE PART OF
PDET

1. Immersion - We learn texts orally and there is a reading focus to immerse and familiarise children with the text type, as well as, learning grammar skills identified in the 'Cold Write'
2. Innovation - Practising key skills and grammar of the genre and applying these skills in context
3. Independent Application – Children plan and produce independent writing or a 'Hot Write', along with time to evaluate, edit and present their work

Writing is taught via a mixture of methods:

- **Shared Writing** allows teachers to demonstrate and model writing, including the thought processes that are required. Teachers make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to writing. These sessions help children generate a list of features that they would expect to use. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.
- **Independent Writing:** Children are given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children will be given a range of opportunities to assess their own writing in order to further their own learning.
- **Grammar and Punctuation:** Grammar and punctuation knowledge is taught primarily through English lessons. Teachers plan to teach the required knowledge, as set out in the National Curriculum, through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Using the 'Cold Write' teachers will assess which elements of grammar and punctuation will be taught or revisited in the following unit. Teachers sometimes focus on particular grammar and punctuation knowledge as stand-alone lessons, particularly when focussing on identification of specific elements.
- **Spellings:** Pupils are taught different spelling rules or patterns on a weekly basis. In KS1 we use the scheme 'Little Wandle' to teach phonics and spelling. In Y2 and KS2 we follow the National Curriculum to teach the relevant spelling patterns and rules. We also use the Little Wandle 'Grow the Code' chart to help children consolidate their knowledge of phonics. Children's spelling is assessed throughout the year, using 'GAPS' tests.
- **Vocabulary:** Vocabulary is taught explicitly through shared and guided reading lessons. Teachers use the 'Isabel Beck' method to select the vocabulary that they will explicitly teach. These words are called 'Tier Two' words and are words that are most likely to appear frequently in a wide variety of texts. The teacher will give a definition of a word and the children will use the word in context, ensuring that they understand its meaning. Other opportunities for teachers to enhance pupils' vocabulary arise naturally in their reading, writing and across the curriculum. As vocabulary increases, teachers show pupils how to understand the relationships between words and teach strategies of how to work out and clarify the meanings of unknown words and words with more than one meaning. All classrooms are vocabulary rich and we use 'Never Heard the Word' grids to display new vocabulary.



WRITING INTENT STATEMENT

'Where young minds grow and young hearts learn to care'

LEARNING AND
FLOURISHING
TOGETHER



- **Handwriting:** In Reception we use the Little Wandle scheme to teach letter formation. We then use the scheme 'Letter Join' to teach handwriting from reception to Y6.
- **Feedback:** Where possible, feedback is completed within the lesson, unless children have completed a key writing piece when a 'deep mark' is completed. All feedback is given in line with our marking and feedback policy. Children should be clear on what they can do well and what they need to improve within their writing.
- **Assessment:** We use a range of strategies to assess the children's writing and employ effective formative and summative assessment procedures at the beginning, during and at the end of a unit of work. Before a unit of work begins, children will engage in a 'Cold Write' assessment, where appropriate, to establish the skills they already have within a particular text type or genre. This is then marked against an agreed criterion to establish strengths and areas for development. This information is then fed back to the children and used to inform the planning of the unit of work. The unit ends with an assessed 'Hot Write'. This is then compared to the cold write in order for the children to see the knowledge they have developed and acquired and the progress they have made.

Teachers and leaders work together to jointly standardise and moderate the children's writing every term. Summative assessments for writing are then submitted to The English leader and Head Teacher at the end of each term. Teacher Assessment Frameworks (TAFs) have been developed for the following year groups: Y1, 3, 4 and 5. Teachers refer to these alongside the standard TAFs for Year 2 and 6 as a support for making judgements and to inform planning. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They base their judgements on the quality of the extended write that children produce at the end of each unit and determine to what extent children have met the agreed success criteria for that genre of writing.

All Leaders in our academy prioritise the teaching of writing and it is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of writing through learning walks in Literacy, book scrutinies and pupil voice. They evaluate the impact of this provision through the analysis of cohort data and individual pupil progress throughout the year.

Writing Impact?

We are ambitious for all our children and strive to ensure that we provide all children with the skills needed for them to become successful writers, no matter what their starting point, background or additional needs.

At the end of KS2/Year 6, we expect that our writers will be able to:

- write effectively for a range of purposes and audiences, selecting appropriate language.
- describe settings, characters and atmosphere in fictional writing.
- integrate dialogue to convey character and advance the action.



WRITING INTENT STATEMENT

'Where young minds grow and young hearts learn to care'

LEARNING AND
FLOURISHING
TOGETHER



- select vocabulary and grammatical structures that reflect the level of formality required in a piece of writing.
- use a range of cohesive devices to make their writing flow, including conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.
- use verb tenses consistently and correctly throughout their writing.
- use a range of punctuation mostly correctly, including inverted commas and other punctuation to indicate direct speech.
- spell most words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- maintain legibility in joined handwriting when writing at speed.

We aim to meet the expectations of the Early Learning Goals and the National Curriculum and when possible, exceed these and ensure that children make good progress in writing during their time at St Andrew's School.

Therefore, we aim to achieve:

- Outcomes at the end of KS1 in writing that are at least in line with or above national averages for attainment at both standards.
- Outcomes at the end of KS2 in writing that are at least in line with national or above averages for attainment at both standards and progress.
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages.