



## Writing: Intent, Implementation and Impact

### Intent

At Pitmaston Primary School, our vision is to prepare children with the essential writing skills they will need for later life by providing them with an ambitious and progressive writing curriculum which is carefully sequenced from Pre-school to Year 6. By the time the children leave Year 6, we aim for them to think, talk and write as if they were an author. Regardless of background, ability or need, we strive to meet the writing requirements of the Early Years Framework and National Curriculum. At Pitmaston, we intend:

- for children to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- to create confident writers who develop stamina for writing throughout school
- for children to be independent writers, building on a range of grammar and punctuation skills every year.
- for children to be exposed to high quality texts that model excellent writing practises across a broad range of genres.
- for children to carefully select vocabulary with a focus on the desired effect on the readers' thoughts and feelings.
- to ensure that all pupils know how to effectively edit and improve their writing using feedback from peers and teachers.
- to challenge our children to take risks and view mistakes as a positive part of the writing process.
- to celebrate the children's writing through a variety of publishing activities to help children see that their writing is valued and children view themselves as effective, competent writers.
- for our children to correctly form their letters, joining with a cursive style so that they can write fluently and legibly.
- for children to be able to accurately apply spelling rules and patterns they have been taught.
- to be inclusive of all children, including SEND, by providing the appropriate scaffolding, support and tools those children need in their writing lessons to experience success.

### Implementation

The teaching of writing across the school consists of two dimensions; **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech and writing). In the Early Years Foundation Stage, Writing is taught through the Prime Areas of Communication and Language and Physical Development and the Specific Area of Literacy.

Early writing is taught through meaningful mark making which takes place through a variety of sensory experiences in all areas of our Early Years provision, both indoors and outdoors; this helps our children to see writing as an integral part of their play and learning. When children begin the RWI phonics programme, they are taught the letter formations. At Pitmaston, we understand that the development of fine and gross motor skills is closely linked to a child's ability to write. Before children can control the muscles in their hands, they must control the larger muscles of the shoulders and arms. In Pre-school, this is supported through the use of 'Write Dance' and 'Dough Disco' as well as daily gross motor activities which provides opportunities for children to develop their balance, posture, proprioception, hand eye coordination and bilateral movement. This in turn supports the foundations of their handwriting in preparation for the tripod grip. Throughout Reception, this is developed through the use of Funky Fingers and yoga sessions. Additionally, the 'Message Centre' is incorporated into continuous provision in both Pre-school and Reception which encourages child-initiated mark making and symbol writing. The symbols can be anything, making the children believe that they can use writing to express and communicate which consequently empowers them and gives the children autonomy over their learning. We pride ourselves on ensuring that through our enabling Early Years environments, there is always a wide range of inviting mark making resources inside and outside to suit a range of interests and learning styles which are regularly replenished. The role of the practitioner plays a key part in a child's writing journey: our adult interactions have a high quality, positive impact on children's writing progress.

In Reception, children follow the Get Writing programme from Read Write Inc and in the summer term, children move onto more formalised Writing lessons using strategies from Talk for Writing. In all classes at Pitmaston, writing lessons are planned around high-quality, challenging texts which engage, inspire and motivate; this helps to ensure that writing is contextualised and purposeful. Grammar and Punctuation is

taught within these lessons, carefully embedded in the sequences which avoids it being taught as a detached, abstract part of the writing process. We believe having a sound knowledge of Grammar and Punctuation is important as it helps children to gain a solid understanding of the 'nuts and bolts' of writing which they build upon progressively each academic year, in line with the Early Years Framework and National Curriculum expectations. Where needed for a minority of pupils with SEND, adaptations are made to ensure all pupils access the writing curriculum.

All of our children experience a broad coverage of fiction and non-fiction genres. We structure our lesson sequences in a way that allows children to focus on one key writing purpose at a time – writing to entertain, persuade or inform. This approach means that children spend up to several weeks gaining a thorough understanding of how to write for a specific purpose and what toolbox skills to employ, which lead up to an extended piece of writing. Working walls play a key role in our writing lessons and reflect our current learning; they serve to act as a strong visual aid to support and scaffold the learning of children during the writing process. 'Writer-talk' is encouraged throughout all phases of the writing process. This articulation of thinking also encapsulates the creative processes involved in writing which helps children to think and behave like a writer.

Quality teacher modelled, shared and guided writing takes place as children build up to an extended piece of writing. During these sessions, the teacher 'thinks out loud', purposefully referring to the skills/writing tools and spelling rules that they have been focusing on to model how to think like a writer and therefore make the invisible, visible. 'Talk for Writing' strategies are used throughout the school to support the teaching of writing from Pre-School to Year 6.

At Pitmaston Primary School, spelling is taught regularly in focused sessions from Year 2 onwards within each class. In EYFS and Year 1, Early spelling is taught using the Read Write Inc phonics scheme. As children move from Key Stage 1 to Key Stage 2, the emphasis shifts from the teaching of phonics to more focussed teaching of spelling strategies, conventions and rules (in line with the National Curriculum) to build upon the children's established phonic knowledge. We utilise the 'Spelling Shed' resource in these year groups to plan and deliver spelling sessions. This is universally popular with our children, who love the challenging, competitive nature of the online activities. It also allows teachers to track the progress of individuals or groups of children and tailor the content of spelling sessions to suit their needs.

The cultural capital obtained through becoming an articulate user of a wide and rich range of vocabulary is one of the key drivers underpinning our English curriculum. Interwoven through all areas of the curriculum is a determination to support pupils develop confidence and fluency in using a wide range of vocabulary in a wide range of contexts. All classrooms are vocabulary rich and reflect and exemplify the words and phrases which have been taught and explored over a sequence of learning. The pupils are encouraged to use and apply this ambitious vocabulary in their own writing.

Cursive handwriting is taught through a sequential and progressive approach with teachers and teaching assistants modelling the correct cursive handwriting style. In EYFS and Year 1, children are taught letter formations as part of the phonics and writing programme from Read Write Inc. Cursive handwriting is taught discretely from Year 2 onwards. We believe that children's self-esteem and pride in their work can be raised through ensuring presentation is of a high standard across all curriculum areas. In Year 2, a specific handwriting English book is used to support high quality writing.

### **Impact**

We have devised a rigorous writing assessment system which encourages children to incorporate specific writing skills they have been practising in their Writing Challenge twice per half term. Teachers and leaders work together to jointly standardise and moderate the children's writing at numerous intervals throughout the year. Summative assessments for writing are then analysed at the end of each term. Writing assessment grids are in the front of every child's Writing book in Y1, 3, 4 and 5 and Teachers refer to these alongside the Teacher Assessment Statutory Frameworks for Year 2 and 6 to support making judgements which thus inform future planning.

The organisation of the writing curriculum, has created a community of enthusiastic writers who enjoy showcasing their knowledge and skills. This enables children to write across a range of forms and adapt their writing successfully, carefully considering the purpose. Children are confident to take risks in their writing and love to discuss and share their ideas. Outcomes of writing in Writing books – and other curriculum subjects - evidence the high quality of work and the impact of varied writing opportunities.