

## St. John's CE Primary School Wetley Rocks

# Writing Intent, Implementation, Impact.

***“Shine like the star you are.”***

*“You are the light of the world. A town built on a hill cannot be hidden.*

*<sup>15</sup> Neither do people light a lamp and put it under a bowl, instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”*

***Matthew 5:14-16***

### **Our Values**

**Strength:** *have the strength to stand up for what is right. Be a courageous advocate.*

**Hope:** *to be people of hope. Have hope when times are dark and difficult. Keep positive and be resilient – there is light at the end of the tunnel.*

**Individuality:** *embrace and celebrate our differences. God made us all unique and this is a very special thing.*

**Nuture:** *cherish, care for, encourage and protect everything in God’s world - including yourself.*

**Excel:** *fulfil your God given potential; be the best you can be. Shine like the star you are.*

## Writing Intent

The English Curriculum at St John's Primary School, has been designed to prepare all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others, using both the spoken and written word. The teaching and learning of English is given high priority at St John's as developing skills in English enables pupils to successfully access all areas of the curriculum. Throughout school, we follow the National Curriculum and have tailored our school curriculum to include engaging units of work that will enthuse, inspire and motivate our children.

## Aims

- To expose children to a wide range of vocabulary so that they are able to decipher new words and use them when speaking and writing both formally and informally.
- To develop a love of language where pupils are curious about the vocabulary they meet.
- To develop confident writers who can write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- To ensure pupils are able to write with grammatical accuracy, by applying spelling patterns, grammar skills and using a legible handwriting style.

## The English / Writing Curriculum and St John's Values:

St. John's Vision and Values are embedded through our teaching of English / Writing:

**Strength:** Pupils are challenged and encouraged to take risks; viewing mistakes as a positive part of the learning process.

**Hope:** St. John's teach pupils that writing is an ongoing process which develops over time through constant redrafting. The writing process encourages pupils to be resilient with their writing until they arrive at a final product which is fit for purpose, and that they are happy with.

**Individuality:** Pupils learn to appreciate and respect the diversity of the world in which we live through the texts learnt. They learn how to express themselves through writing and develop their God given talents by being creative and imaginative in their writing.

**Nurture:** Children take pride in their writing and write clearly and accurately whilst selecting and adapting the language and style used to suit a range of contexts, purposes and audiences. Feedback is always delivered in a kind and supportive manner.

**Excel:** Children have high expectations of themselves. They strive to ensure that their writing is the best it can be so that they can shine like the stars they are.

## Implementation

### English Lessons

All lessons are planned using the National Curriculum objectives. Year groups have a yearly overview of the writing genres (narrative, non-fiction and poetry) that they will teach. These have been planned to ensure the correct coverage of key genres, as well as building on knowledge and skills from year to year. Spelling, grammar and punctuation forms part of the writing process and is taught explicitly and applied across a range of contexts.

### Writing

#### Early Years Foundation Stage

Communication and language drives the curriculum in the Early Years. Children will study a wide range of vocabulary rich texts over the year. In addition to early reading skills, pupils will focus on correct letter formation; vocabulary development; and using their phonic knowledge to write the first words, phrases and sentences.

In Years 1-3, we teach writing using the '**Talk for Writing**' approach.

By focusing on the oral retelling of various text types, familiar structures become fully embedded in the long term memory so that the children can later apply these structures to their own writing. Each class will therefore study and learn a model text and learning how to plan, draft, proof-read, suggest improvements, edit and produce a final independent piece. We endeavor to start each unit with 'a hook' to engage children into the topic and provide a purpose for writing.



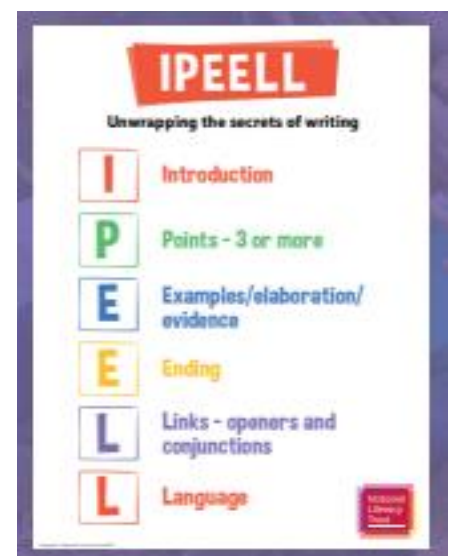
The 'Talk for Writing' approach follows the model below. The model is underpinned by three key stages:

Establish Context	Stage 1 Imitation / immersion – familiarisation of language	Stage 2 Innovation - adaption	Stage 3 Invention – Creation including publishing / performing
Core text / links to topic / hook.	Oracy, drama, learning & retelling the model text, creating maps, book talk, read as a reader, read as a writer, boxing up	Planning, shared writing, substitution, addition, alteration, change of viewpoint etc	Write own text based on previous stages and showcasing learning. Should include editing and improving at various stages.

\* In Year 1 there is a greater emphasis on Stage 1 and 2 where the focus is on oral composition and supported writing.

In Years 4-6, we transition to teach writing using **The Literacy Trust's 'IPEELL'** approach to writing. IPEELL stands for **Introduction, Point, Explain, Ending, Links, and Language**.

It is a structured approach to teaching writing based on memorable experiences and encourages pupils to plan, draft, edit, and revise their writing. It uses frameworks and mnemonics, which remain constant to all genres. It involves self-assessment, peer assessment and goal setting which allows pupils to take greater ownership of their own work.



There are six stages which support the children through the writing process:

Stage 1: Why Write?	Stage 2: Discuss it	Stage 3: Model it
<p>Discuss why writing in a particular genre is important.</p> <p>Set a cold task by asking the pupils to write on a given topic.</p>	<p>Read a model text in the same genre.</p> <p>Analyse in terms of purpose, structure and language features.</p> <p>Introduce the mnemonics PAT and IPEELL and link to the model text</p> <p>Introduce a writing organiser / planning frame</p> <p>Create a mark scheme from the features</p> <p>Discuss positive attitudes towards writing</p>	<p>Model positive self-talk.</p> <p>Model planning and writing using IPEELL and the mark scheme.</p> <p>Score the model report using IPEELL</p> <p>Model goal-setting based on the scoring.</p> <p>Score the cold task using the mark scheme.</p> <p>Introduce graphing of scores.</p> <p>Children graph their scores and set goals.</p> <p>Children write a further piece and score it using the mark scheme.</p>
Stage 4: Memorise it	Stage 5: Support it	Stage 6: Independent Practice
<p>Use different activities to help pupils memorise IPEELL</p>	<p>Model writing using a self-instruction plan checklist</p> <p>Children produce their own self-instruction plan checklist</p> <p>Fade and eventually remove the planning frames</p> <p>Extend writing by providing more detailed models and more detailed scoring</p> <p>Introduce peer review and scoring</p> <p>Refine goal setting</p> <p>Keep going until the strategy is embedded</p>	<p>Children write independently, and because of the process they feel confident and able writers.</p>

### Grammar and Punctuation

Throughout school, there is an expectation that grammar skills are consistently modelled by all staff. To ensure progression in grammar skills, staff plan using the school's progression documents. Teachers link and model these skills to the genre being taught during English lessons. These skills are then reinforced through starter activities such as Flashback 4.

### Phonics

We teach phonics daily using the DfE approved **'Bug Club Phonics'** program in our Early Years and Year 1 classrooms. Our approach is systematic, consistent, and rigorous and provides pupils with the building blocks for reading, spelling and writing.

### Spelling

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. In years 2-6, we use the scheme **'No Nonsense Spelling'** to teach the relevant spelling patterns and rules. It also ensures that pupils are given opportunities to investigate spelling, root words and the etymology of words. Pupils learn spellings weekly at home and online using **Spelling Shed**.

### Handwriting

Children learn correct letter formation in EYFS-KS1 and a joined script in KS2.

### Marking and Feedback

Pupils receive frequent feedback in line with our school Feedback Policy. Feedback celebrates successes and identifies key areas for development.

### Targeted Interventions

Using frequent teacher assessments, staff identify pupils who need additional support. Targeted interventions are carefully planned and monitored to provide pupils with the support they need in order to consolidate their skills and apply them independently.

## **Learning Environments**

The learning environment is used to support the learning process: this may include the model text, the text 'Tool Kit planner', associated vocabulary, grammar, phonics and spelling rules and reminders.

## **Impact**

Our Children will be able to write clearly and accurately and adapt the language and style used in and for a range of contexts, purposes and audiences. Our children will acquire a wide vocabulary including subject specific words which will support them when writing in different contexts. Our children will also be able to effectively apply the spelling rules and patterns they have been taught during writing. Most importantly, they will develop a love of writing. They will enjoy writing across a range of genres, make links and apply their skills across the curriculum.

Children will leave St John's 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.
- 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.

Above all, our aim is to help children enjoy writing and to be able to express themselves across a range of genres, demonstrating their growing vocabulary and technical skills.

***“Shine like the star you are.”***