



Together Everyone Achieves More

Through....Loving learning, loving each other and loving life itself

AGAPE: The Good Samaritan (Luke 10: 25-37)

North Curry C of E Primary School
Writing Intent, Implementation and Impact Statement

Intent – our agreed ways of working

At North Curry Primary School and Nursery, we aim to enable all children to confidently communicate their creativity, knowledge and skills through writing. Immersing children in high quality texts and films which cover a range of genres, purposes and audiences, we aim to develop writers who not only understand the purpose and value of writing but also enjoy the writing process. Our curriculum promotes spiritual development by enabling children to appreciate the beauty of language and how it is used to describe the awe and wonder of our world. Also by developing the children’s vocabulary for connecting with others through personal expression.

Our aims are to:

- Provide exciting opportunities for children to write, engaging them in both focussed and open ended activities
- Secure understanding of the conventions of Standard English both when speaking and writing
- Ensure that children experience and acquire a wide vocabulary
- Equip the children with the knowledge and skills for them to confidently spell new words and use correct grammatical structures
- Empower children to have pride in the presentation of their writing, in part by developing a legible and fluent handwriting style by the time they move to secondary school

Implementation – everyday delivery

Handwriting

Our children begin their handwriting journey alongside their introduction to phonics using the Read Write Inc phonics programme. The children receive daily phonics teaching during which they investigate phoneme and grapheme correspondence and consider the letter families (similar letter shapes grouped together to help form letters consistently). Simultaneously, strength and stamina are developed through regular Dough Gym activities

to strengthen their upper body and gross motor development, and Funky Fingers activities to develop their fine muscle control, visual discrimination and coordinate hand eye movement. As children move through the school, we progress to 'Penpals for Handwriting' to ensure a consistent approach throughout the school. This includes further dexterity and coordination strengthening exercises with discrete letter joining teaching and practise activities. We aim for the same standards of handwriting seen in handwriting sessions to be applied in writing activities across the curriculum.

Spelling

From Reception, children learn phoneme-grapheme correspondence through daily phonics teaching. Within each lesson, children will use their phonic knowledge to use graphemes, confidently and accurately spelling phonetically decodable words, or 'green' words. They will also become familiar with words that are not phonetically decodable, called 'red' words.

In Year 2, children progress to the comprehensive Read Write Inc Spelling programme which introduces knowledge and skills needed to spell, drawing on understanding of root words, prefixes and suffixes and common spelling rules.

From Year 3, classes follow a progressive spelling scheme. Exploring patterns and rules underpinned by secure phonic knowledge, we aim to create confident and proficient spellers. Children in Key Stage 2 remain supported by Read Write Inc resources including the 'Complex Speed Sound Chart'.

As they write with increasing independence, children are taught to:

- Proof-read for spelling errors
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses

Writing

In English lessons, we plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential. Writing is taught discretely at least 4 times per week across the whole school. Maintaining a consistently high quality of writing is promoted throughout the wider curriculum.

With writing a key focus, each class studies a different high-quality text, usually lasting 2-3 weeks depending on the text type, length and year group. Within each unit of work, sequenced lessons ensure that prior learning is checked and build upon and that National Curriculum objectives are taught through a combination of approaches/opportunities e.g.

- Drama and spoken language activities
- Exploring features of different text types and modelled examples
- Handwriting practise
- Shared writing
- Discrete spelling lessons
- Independent writing
- Editing

Repeated practise of writing genres ensures that pupils become capable of writing for different audiences and purposes. Children's understanding of genre specific features is exemplified through writing 'toolkits'. Children use these toolkits to self-assess their work. In Key Stage 2, children are also provided with the opportunity to peer-assess their work.

All children will be aware of their next steps through teachers' verbal or written feedback. In response to teachers' assessment for learning, scaffolds, small group support or using technology to assist with the completion of work may be used. Should children require more specific support, interventions are provided to match a child's individual needs. These are agreed in Pupil Progress meetings with the class teacher, Head teacher, SENDCo and interventions teacher.

Impact – How are we making a difference?

Teachers use assessment as an integral part of the teaching and learning process and complete formative assessment grids once per half term from Years 1-6.

Constructive marking, both verbal and written, ensures children know exactly what they need to do next to make progress in their writing. Children are encouraged to respond to teachers' feedback in green pen.

As all aspects of English are an integral part of the curriculum, children write confidently to express their knowledge and skills across all subjects and for a range of purposes and audiences. Children can plan, draft and edit their own work. Children are motivated to take part in opportunities for sustained writing enjoy adapting language, grammar and punctuation to create effect. Ultimately, children develop a writer's craft which remains with them during their journey through education and beyond.