



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. 'Reading as Writers and Writing as Readers', we immerse children in high quality texts and films which cover a range of genres, purposes and audiences. We strive to develop writers who not only understand the purpose and value of writing but also enjoy a technically accurate 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. Furthermore, by developing the children's vocabulary, we promote their connection 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 grammatical conventions of Standard English both when speaking and writing
- Ensure that children experience and acquire a wide vocabulary
- Facilitate opportunities for pupils to enjoy adapting language, grammar and punctuation to create effect.
- Enable pupils to correctly react to the presence of punctuation within a text, using accurate punctuation to improve fluency and deepen their understanding of what they have read in their own and others' writing.
- 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). As children move through the school, we progress to a joined handwriting style, established through Read, Write Inc Handwriting. To ensure a consistent approach throughout the school, we follow our school's Handwriting Guide. We aim for the same standards of handwriting seen in handwriting sessions to be applied in writing activities across the curriculum. For more information, please see our 'Handwriting Guide'.

Spelling

Spelling is taught through a clear, structured approach that builds from EYFS to Year 6.

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 provided by 'Spelling Shed'. 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'. From Year 3, we follow a consistent 'spelling cycle':

- introduction of a spelling focus or list
- reinforcement through tasks in short practise sessions including reference to spelling patterns, spelling rules, etymology, morphology and commonly misspelled words
- a low-stakes spelling check for monitoring purposes

Spelling lessons are taught discretely throughout the week in addition to regular opportunities to apply correct spelling across the curriculum in meaningful writing tasks. Children are provided with statutory spelling lists based on their year group and lists of high frequency words and common exceptions words are provided for KS1.

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 built 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
- Specific activities focused on developing knowledge of vocabulary, grammar and punctuation
- Contextualised examples for pupils to practise application of vocabulary, grammar and punctuation
- Independent writing
- Editing

Repeated practise of writing genres within and across year groups, ensures that pupils become capable of writing for different audiences and purposes. Children's understanding of genre specific features is exemplified through high-quality texts and associated writing 'toolkits'. Children use these toolkits to self-assess their work. In Key Stage 2, children also have the opportunity to peer-assess their work.

Assessment and Feedback

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. The tracking of progress enables teachers to adjust planning as necessary.

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.

Support and Inclusion

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?

Pupils demonstrate enthusiasm for writing. Their work showcases a range of styles and genres, reflecting creativity and originality. We celebrate pupils' writing in class by sharing examples of work in lessons. We celebrate writing further by awarding a Writing Cup in a half-termly celebration assembly. Beyond our school, we celebrate pupils' writing in competitions, including through spoken word.

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.