

Writing Intent, Implementation and Impact Statements Baldwins Gate Primary School

Intent

At Baldwins Gate, we understand that writing is an essential skill, building confident, creative and effective writers is imperative when crafting a writer for life. We aim to help our children develop these skills in the following ways;

- Introducing and deconstructing a wide variety of high-quality model texts, covering a variety of genres.
- By exposing and highlighting higher level vocabulary.
- Giving children opportunities to write for an authentic purpose.
- Ensuring children have opportunities to talk about and plan their writing.
- A solid understanding of grammar and the ability to use it for effect.
- Giving children opportunities to evaluate, revise and edit their own work as well as offer feedback on to peers.
- To be able to spell the prescribed spelling words and beyond, through the teaching of spelling rules.
- Take pride in their work and its presentation, including handwriting.

We believe that these steps will provide our children with the building blocks needed for to create successful writer at high school and beyond.

Implementation

At Baldwins Gate writing encouraged right from our youngest children up to those getting ready for their secondary school journey.

EYFS

Early writing is taught through mark making and scribe. At the start of their Reception year our children begin the 'Essential Letters and Sounds' phonic journey. Here, they are taught how to form letters and begin spelling simple CVC words using the graphemes they have already learnt. This progresses to short sentences, using full stops and capital letters to begin their grammatical journey. Children are encouraged to

write in phonic lessons, across the curriculum and through modelled and independent play within the continuous provision.

Year One

The process of using graphemes continues into year 1, where children are encouraged to use the sounds that they have been taught in phonics to write, across within formal English lessons and across the rest of the curriculum.

Year Two to Year Six

Where needed and appropriate children within year 2 continue to access our phonic programme for spelling. This then follows the National Curriculum words by year group.

In year two and across Key Stage 2 children will follow the progression plan for writing within their age group. This focusses on developing text skills, sentence construction, use of grammar, spelling and handwriting. Writing is taught through the 5 types of writing explained below;

-Expository Writing, a text that aims to describe, explain or inform the reader about any topic, with no opinion or agenda. Common examples include scientific reports, instructions, fact posters, webpages.

-Descriptive Writing, a text that involves writing a detailed description of a place or person, which is intended to create a vivid picture in the reader's mind. Common examples include scripts, poetry, fiction writing and comics.

-Narrative Writing, a piece of text that tells a story, which can be in the form of fiction or non-fiction. Common examples include short stories, autobiographies and historical texts.

-Persuasive Writing, a writing type created to persuade the reader of something, usually less about facts and more about opinion. Common examples include advertisements, promotional materials, propaganda, reviews or political leaflets.

-Journals and Letter Writing, one of the oldest forms of writing, it is usually written in first person and is often

quite personal and opinionated. Common examples include diaries/journals, blogs, letters and e-mails.

Across all Key stages children are encouraged to review, edit and change their writing in order to develop and improve it. As children move into Key Stage 2 they are given drafting books in order to support the draft, edit, evaluate, re-write and edit again. The children then publish this in their English writing books.

Spellings and Grammar

In EYFS and year 1 spellings are taught as part of our Essential Letters and Sounds Phonic Programme. These are taught to coincide with the teaching of the matching grapheme. From year 2 to year 6 children learn spellings as part of their grammar and English lessons. These are practised and tested through weekly spelling tests. Children from year 1 to year 6 receive age-related spellings each week.

Vocabulary

As a Royal Shakespeare Associate school, we have prioritised the development of tier 2 and 3 language. During the year the children from Nursery to Year 6 have the opportunity to explore at least 2 Shakespeare plays and supporting texts. We believe in sharing high quality texts and the expansion of children's vocabulary supports the creation of effective writers at Baldwins Gate.

Children are also have the opportunity to explore topic related vocabulary throughout all lessons. This vocabulary is shared with the children by the class teacher and T.A. Throughout the teaching sequence, these are talk about, shown and definitions are taught and discussed. There is also the expectation that children will use this vocabulary independently in their own discussions and work.

Handwriting

At Baldwins Gate handwriting is taught within our EYFS using our Essential Letters and Sounds Phonic Programme. Children develop with their joins as they progress from Year 2 into Key

Stage 2. In year 6 children are encouraged to use a pen to write for appropriate occasions.

Impact

At Baldwins Gate we aim for all of our pupils to enjoy writing across a range of genres, confidently writing for a range of purposes and audiences, using their writing as an effective way to communicate their ideas, knowledge and opinions.

Through the use of high-quality texts, we intend for our pupils to amass a varied vocabulary that they can use to great success across the curriculum. Our pupils will be able to apply learnt spelling rules and grammatical concepts in their work independently and edit and check their work upon completion. We intend that by the end of Year 6, where appropriate most of our children are meeting the curriculum expectations and are ready for the secondary school journey.

Monitoring of writing will take place throughout the year by the subject leader through monitoring books, learning walks and consultations with pupils. Further to this, teachers will take part in moderation with another local school and across the school with fellow teachers and T.A.'s. Year 2 and Year 6 will sometimes be selected to be moderated by the local authority in the summer term.