

## **Writing Curriculum Intent, Implementation, Impact**



### **Intent**

At Aston Fence J & I, we believe that writing is a key skill for life both inside and out of education and that is why it features within all the subjects taught across our school. Our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school.

All pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in our school. We want them to write clearly, accurately, coherently, and creatively, adapting their language and style for a range of meaningful contexts, purposes and audiences. Handwriting, spelling and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader.

We believe that all pupils should be encouraged to take pride in the presentation of their writing. From Y1, children will learn the fundamentals or what makes an effective writer and will present their work in variety of ways, writing for a variety of genres within English lessons and the wider curriculum.

### **Implementation**

Children receive daily Literacy lessons and are exposed to age-related expectations for writing within a range of texts. Writing and reading are closely linked and we ensure that children read daily in order to build on their knowledge of different genres of writing and develop their vocabulary.

Teachers demonstrate high quality modelling within each Literacy lesson and encourage children to include key vocabulary (linked to their topic and genre), structure their work appropriately into coherent paragraphs and use the grammatical skills and punctuation taught at their year group level.

### **Spellings**

From Year 2, classes follow our bespoke spelling programme. This is taught at least 3 x a week for 15 minutes. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics.

Children are also taught to:

- Spell accurately and identify reasons for mis-spellings.

- Proof-read their spellings.
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

### **Grammar, Punctuation and Vocabulary**

Grammar, punctuation and vocabulary skills are taught explicitly during writing lessons and the children identify how authors have used them effectively during their reading lessons. Grammar and punctuation is planned and taught using the 2014 National Curriculum year group expectations and children are expected to apply their knowledge in their writing.

### **English Lesson Sequence:**

Each year group have a yearly overview of the writing purposes, both narrative and non-fiction. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year.

### **Assessment**

Teachers will use their teacher assessment to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the independent writing that pupils produce. Assessments are moderated internally as well as externally through local moderation meetings.

### **Impact**

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers record and track each child's progress and use this to set future targets. They use a variety of formative assessment methods and constructive marking strategies.

- Teacher assessment of writing is carried out using independently written pieces to provide evidence of national curriculum skills and understanding.
- Termly moderation of writing between year groups / phases provide robust judgments to help support and ensure that we have a consistency of approach to writing and the assessment of writing throughout school.
- Monitoring of progress from year to year and key stage to key stage ensures pupils remain 'on track' from their starting points.
- Termly monitoring of books shows clear evidence of the use of vocabulary, spelling, grammatical understanding, punctuation understanding and text type knowledge.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and an audience. With the implementation of the writing sequence being established and taught in both key stages, children are confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross-curricular writing

standards are high and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.