



Sandhill Primary School



Our Vision for Our Subject

Writing

Intent

At Sandhill Primary School we want all children to enjoy writing and be inspired to write. We want pupils to gain a wide variety of vocabulary; a solid understanding of grammar and spell words by effectively applying spelling patterns and rules they learn. We also want them to write clearly, accurately and coherently, adapting their language and style for a range of different purposes and audiences. We want children to take pride in their work and present it to the highest possible standard by using legible joined handwriting in all areas of the curriculum. All good writers refine and edit so we want children to develop independence in being able to identify areas to develop in their own pieces of writing by editing their work effectively during the writing process.

Implementation

At Sandhill Primary writing is prioritised. We carefully plan engaging writing opportunities through the use of high quality books as we firmly believe in the impact on writing through the power of reading. Our writing units are planned for the year using progressively high quality texts. Teachers then utilise our highly comprehensive writing intent document to make sure children receive correct guidance and can confidently master new learning. The intent document outlines the objectives for learning termly that pupils must be competent in implementing. Teachers use this document alongside The Literacy Tree planning resource to plan a variety of writing outcomes. Teachers focus on writing for different purposes: 'to describe, narrate, explain, instruct, give and respond to information, and argue'. Across the different year groups, pupils will produce many different forms of writing, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations; and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.

At Sandhill we have an effective writing curriculum which gives pupils opportunities to develop their proficiency in two interrelated areas of writing: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We understand that pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription to be secure and therefore transcription is a critical focus of EYFS and Y1.

During lessons we use of high-quality models for children to show what a good one looks like, ensuring the vocabulary is specific, punctuation is age appropriate and children can use these as models for their own writing whilst maintaining sufficient distance from the original to ensure that work is independent. Learning to write well allows pupils to share their ideas, communicate with others and learn from the wider curriculum.

Implementation

A rigorous and sequential approach to the writing curriculum develops fluency, confidence and enjoyment in writing. At all stages, writing is assessed and gaps are addressed quickly and effectively for all pupils. Writing is closely connected to the phonics knowledge they are learning and pupils write at the level of their spelling knowledge. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Moderation of writing takes place once a term to ensure judgements are validated and accurate. Children can choose to use a pencil or a pen in Key Stage Two to ensure their handwriting and presentation is their best.

Impact

Our Writing curriculum is high quality, well thought out and is planned to ensure progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

A reflection on standards achieved against the planned outcomes;

Children can understand and apply the fundamental principles of spelling, grammar and punctuation in their writing;

Children can evaluate, improve and redraft their writing;

Children are responsible, competent, confident and creative writers;

Children experience the achievement of becoming celebrated published authors;

Children communicate clearly using accurate grammar, punctuation, handwriting and spelling;

Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth;

Children understand the purpose of their writing and know the necessary features that need to be included;

Children understand the importance of knowing the audience for their writing and how to tailor writing appropriately;

Pupils enjoy writing, and can write for a variety of purposes and audiences.