



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 we plan writing opportunities through the use of text drivers as we firmly believe in the impact on writing through the power of reading. Once teachers identify different writing outcomes related to the text driver, they use the Long-term writing planning and progression document to plan the whole writing journey, identifying on the plan, the grammar and genre knowledge the children need to learn so the children have every possible opportunity to write to the best of their ability.

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.

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.

Pupils write at the level of their spelling knowledge. 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. Teachers use the genre progression – to build on genre specific skills from the previous year and to enable us to track progression clearly throughout school.

Teachers use assessment grids and moderation of these 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, use the features of different genres and styles and can write for a variety of purposes and audiences;

A variety of genres are taught across school (progressing in difficulty).