



Colby Primary School Writing Intent, Implementation and Impact statement.

Intent

At Colby Primary School, we aim to create a positive writing culture.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work
- Become effective communicators

We aim to deliver an inspiring and engaging English curriculum through high quality teaching and exciting lessons.

Implementation

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Teachers are imaginative and creative in planning stimulating topics and one-off events from which children are inspired to go off and create a piece of writing.

In their first term in Reception children are taught how to form letters correctly using the Jolly Phonics programme. This begins with writing letter shapes large in the air and learning is consolidated by using Jolly Phonics practise sheets, which are sent home at the end of each week. There continues to be lots of handwriting practise during the year for Reception – Year 2 as the Jolly Phonics programme is used across Amber and Sapphire classes, which ensures progression. In Reception, children are given lots of fun, practical opportunities to mark make and to write independently during continuous provision.

Story maps are used in Reception and Key Stage 1 to encourage children to develop a narrative, using Pie Corbett's principle of rehearsing a story through action as a starting point. Children are taught how to use their phonics to write cvc and regular words. They are taught the structure of a sentence and simple punctuation.

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing texts that will engage, inspire and motivate. Children are given frequent opportunities to develop their skills in writing in different genres. Each term, children will publish a piece of writing which will be displayed in their classrooms or throughout the school. This allows every child to have a written piece of work on display, which can be seen and celebrated by all, as well as knowing they are writing for a purpose and being seen as real writers.

Pupils are taught discrete punctuation and grammar skills, appropriate to their year group, within our text-based approach to planning, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

At Colby School spelling is taught according to the National Curriculum Guidelines. We use Spelling Shed from Year 1 – Year 6. This scheme aligns with the National Curriculum to ensure complete coverage. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'tricky words', as the children are unable to use their phonic knowledge to decode every part of the word. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

Impact

We expect our children to:

- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes
- Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school
- Attain or exceed Age Related Expectations in Year 6 Writing Assessment