



Intent, Implementation and Impact in Writing

Intent	Implementation	Impact
<p>The intent of our writing curriculum is to provide a wealth of rich writing opportunities, covering a range of different writing genres, centred around high quality children's literature and animation.</p> <p>As our pupils progress, we intend for them to be able to write for a variety of purposes and audiences, clearly, accurately and coherently, adapting their language and style as required.</p> <p>Pupils are to take pride in their writing, to use cursive script and present their work to a high standard.</p>	<p>As a school, we have highlighted a clear opportunity for interdisciplinary links between History, Geography and English. As such, these three subjects are taught using interdisciplinary collaboration with the learning being linked around the termly topic EQ and into the children's 'Learning Journal'. We believe this allows for a stronger emotional engagement with the topic, while the historical and geographical facts aid the children in their writing. Writing is taught in the context of this interdisciplinary approach.</p> <p>Writing is also practised frequently in other subject areas including RE and Science. Writing tasks in all lessons are differentiated as required and needed.</p> <p>At St Laurence, writing units are based on whole novels, short stories, animations and relevant History and Geography topics and are inspired by the children's interests.</p> <p>All units have a focus on vocabulary with a Challenge Word lesson intended to encourage use of familiar yet more challenging vocabulary and to introduce new</p>	<p>The impact of our writing curriculum is that pupils enjoy writing and use the features of different genres and styles confidently, enabling them to write for different purposes and audiences.</p> <p>Developmental marking provides positive support and directs the pupil on their next steps to improve their writing.</p> <p>Pupils use classroom resources to support their learning including Alan Peat special sentence posters, vocabulary banks, dictionaries, thesauruses and differentiated writing mats. Children are encouraged to edit their work independently using the resources available.</p>

The mapping of writing across KS2 shows clear progression in line with age related expectations and sufficiently prepares them for their next stage of learning in KS3.

words suited to the age of the children and genre of the writing. These Challenge Words are selected from Tier Two vocabulary to ensure they can be used across the curriculum and embedded into children's vocabulary.

As part of the writing unit journey, children revise grammar elements that are appropriate to that style of writing (for example, contractions to add informality and conjunctions to add cohesion). These elements are taught and used in context of the final piece.

A discrete Alan Peat sentence type lesson is included in each unit which models how to use the sentence type in context with the aim of embedding different types in the children's writing. Furthermore, children create shared and individual word banks of rich vocabulary on which to draw as they write.

Pupils discuss ideas with talk partners prior to writing and continuously feedback ideas to the class teacher. Talk is integral to the writing process. Drama is also used to support writing either as part of or as a whole lesson.

Teachers model the whole writing process, including planning, drafting and editing.

After studying features of that particular genre and planning their writing, children produce a first draft over several lessons, building resilience and stamina in

Pupil's presentation is of a high standard, following the school's handwriting policy. Final, published copies of the children's work allows them to take pride in the outcome of their writing journey.

Writing across the curriculum is the same standard as in English work.

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Children do not complete a writing assessment; however, class teachers use agreed Writing Indicators to track progress made by all children.

Class teachers assess and moderate writing using the Kent Tracking Statements. Year 6 Class teachers use the Teacher Assessment Framework to moderate writing. Whole school, interschool (Aquila) and county moderation takes place annually to ensure writing is assessed fairly and accurately.

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writing. Word banks are handed out during writing sessions and thesauruses and dictionaries are made easily accessible for pupils to use.

Editing is done both as the children write and once the first draft is completed in order to promote self-checking and cohesion across the whole text.

Self-editing, peer-editing and focused teacher feedback are all used to ensure that children not only correct but improve on their first draft. Children edit in green pen so that changes are clear.

Mini plenaries and whole class feedback are used to address common issues at the start of subsequent lessons to tackle misconceptions immediately.

Developmental marking is used to inform pupils what they have done well and what they need to do to improve. Children are given time to respond to marking.

Finally, children write a final, published copy onto a template (such as tea-stained paper or bordered paper), which enables them to take pride in their presentation, handwriting and completed work.

Displays of published writing are put up around the school to encourage pupils to take pride in their work, to provide a purpose and audience and to show that work is valued.

Three times a year teachers enter the current attainment of each child onto TT using teacher assessment. This data is then used to track progress and attainment for each child and groups of children and identify groups needing extra support.

All classes have an English Working Wall display to aid pupils with their drafting, as well as a "Vocab Ninja" display that celebrates ambitious vocabulary that comes up during class discussion or from the children's own reading.

Teachers and TAs support all pupils on a regular basis, providing intervention, support and challenge that individuals require in order to advance their writing ability.

Cursive script is used once children are secure with letter formation and staff follow the school's handwriting policy.

To encourage and promote enjoyment in writing, children take part in engaging workshops, visits and activities each year as a stimulus for writing.

We work alongside other local schools and Aquila Multi Academy Trust to share best practice and to enhance the teaching and learning of writing.