

Writing Intent, Implementation and Impact Statement

Writing Intent (the What) and Implementation (the How):

Intent:

At Milton Parochial Primary School, we recognise that English skills underpin all elements of the curriculum and are essential life-skills. Considering the fundamental importance of speaking, listening, reading and writing in everyday life, we are dedicated to enabling our children to become successful, accomplished writers.

We aim to foster an enjoyment of writing amongst our children, and a recognition of its value, through the provision of a sequenced, ambitious curriculum. We place the development of writing, directly linked to reading, at the very heart of the curriculum, providing meaningful contexts and quality texts as the inspiration for writing. We want children to acquire a wide vocabulary, a secure understanding of grammar and to be able to spell new words by effectively applying the spelling patterns and rules they learn.

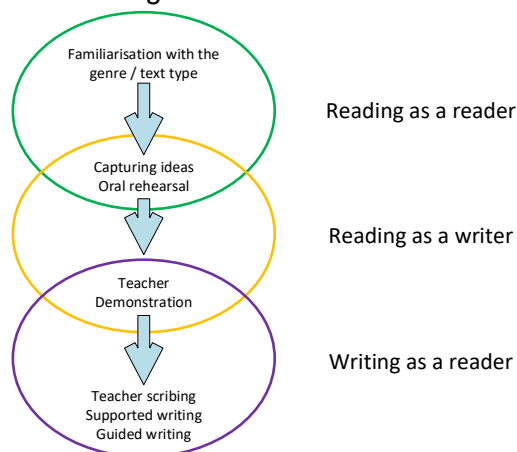
The Trust's Writing Progression documents are referred to by teachers to ensure learning is sequenced and that they know what has been taught in previous years (enabling reviews) and what is to be taught in following years. The Trust's Writing Small Steps, supported by The Write Stuff genre and text progression documents, break down the NC 2014 statements for each year group to facilitate the planning of small, sequenced steps.

Throughout their time at Milton, children develop their writing by exploring a whole range of different genres and text types, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. The Trust's Text Type Progression documents outline the progression of knowledge across the year groups, leading ultimately, to the writing of a range of quality genres.

We not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Implementation:

To ensure we have an agreed whole-school approach to the teaching of writing based on a range of research, we use the teaching sequence as outlined in the diagram below. This provides a coherent model for linking and combining literacy knowledge and text-types into effective teaching and learning opportunities. This leads to meaningful and high-quality written outcomes, with each phase informing and leading into the next.



We ensure the teaching of writing is effectively planned, responsive to learners' needs and incorporates all the key elements needed to be a successful writer. We develop success criteria which can be applied across a range of subjects and contexts for real audiences and purposes.

Read as a Reader

The first phase of the teaching sequence focuses on the explicit teaching of a range of reading comprehension strategies, including: vocabulary, inference, prediction, explaining, retrieval and sequencing or summarising. Children are encouraged to make connections linked based on what they have experienced, read or have seen (further information can be found in the reading statement). Children are immersed in the text type using high quality examples of a genre or theme, where they are encouraged to 'read as a reader' so as to fully understand the text. Further models are also shared with the children alongside the writing sequence as part of reading sessions or through topic work, so that children broaden their frame of reference through investigating how other writers tackle the type of writing they are focussing on.

Read as a Writer:

The Read as a Writer stage involves identifying the underlying patterns of both the overall organisation, as well as how the writer creates different effects, where the explicit stages of the writing process are modelled by the teacher. This phase supports children to understand about the choices that the author wishes to elicit in the reader and how they achieve this, and is most effectively achieved when focused on the purpose and audience of a piece of writing. Children are expected to consider and learn about the choices made by a writer at word and sentence level, although these are always seen in their text-level context. During this phase, teaching also focuses on the areas for development identified in the cold write (see Assessment section below).

The text is broken down into key sections so that the structure becomes obvious and can be used as a basic planner. The teaching sequence includes a 'tool kit' of techniques which will support effective writing for the genre being studied as well as including transferrable strategies. During this stage, children are immersed in language and encouraged to specifically notice, rehearse and learn the vocabulary and language patterns needed to write powerfully. As part of our teaching we place emphasis on the importance of talk and assessment for learning and ensure that we develop dynamic and supportive writing environments. We use a range of drama strategies preceding writing in order to engage and inspire the children and help develop skills such as visualisation and empathy.

Within this phase, the development of spelling, punctuation and grammar is planned in conjunction with the National Curriculum objectives as appropriate for the age/attainment of the children.

Throughout the process, children work on daily vocabulary building and sentence work in relation to the initial assessments of their writing, as well as the demands of the text type.

Write as a Writer

During the final stage in the teaching sequence, children are given the opportunity to apply the understanding that they gained during Read as a Reader and apply the writing skills they have developed in the Read as a Writer to produce a 'hot write', the final piece of writing. Children are encouraged to think deeply about the choices that they make as the author and to maintain focus on the intended purpose and audience of the writing, maintaining clarity in the response they wish to elicit from a reader. They apply learnt skills, making choices about the vocabulary, grammar and content of their writing through a plan – write – edit sequence, where children are expected to be critical of their own work, suggesting and making changes.

Writing is **explicitly modelled** by the teacher using a range of approaches as follows:

Shared Writing (Jane Considine Sentence Stacking)

Teachers model the planning, writing and editing process: demonstrating reflective writing by making mistakes and plunging deeper for better words; re-reading and editing constantly; demonstrating how to compose sentences whose structure reflects the abilities and expectations of their class. This takes place during whole class teaching, where ideas are shared and discussed. The sessions are pacy and interactive, with (for example) the teacher making intentional errors and children suggesting ideas for editing. Ideas shared by the teacher are refined as required, modelling the skills needed to be a writer. The shared writing session primarily focuses on how to achieve the success criteria for a given objective within the writing. It also provides a vehicle for the teaching of grammar. Children then have the opportunity to practise and extend their own writing independently.

We use the following three strategies for shared writing:

Teacher demonstration (my turn)

- Teachers demonstrate how to write a text – how to use a particular feature or compose a text type – maintaining a clear focus on the objective(s).
- They think the process through aloud, rehearsing the sentence before writing, making changes to its construction or word choice and explaining why one form or word is preferable to another.
- The teachers write the sentence, reread it and change it again if necessary.
- [Teachers do not take contributions from the children at this point but will expect the children to offer their opinions on choice of words or construction of sentences.](#)
- The length of time spent on demonstration will depend on the type of writing, the objective and the attention span of the children.
- Teachers do not try to focus on too many elements when teaching these sessions to ensure children have opportunity to write themselves.

Teacher scribe / supported composition (our turn)

- [Teachers use the children's ideas when creating the text.](#)
- Children make contributions based on initial modelling.
- Fuller class participation takes place with use of gathering sheets or spaces to note down words, clauses, sentences and ideas.
- Contributions and their merits are discussed and refined.
- They refer to vocabulary generated and recorded on working walls, writing journals for ideas, building in discussion time.
- Children work in pairs or individually to write a limited amount of text, focused on the teaching point.
- Examples are shared with the class, misconceptions identified and corrected.
- Opportunities are provided for practise until most children have mastered the objective and can apply it when they write.
- Longer sessions can be used to create whole texts or plans.

Independent Writing (your turn)

In independent writing sessions the children create their own piece of writing. As the children write, they continue to orally rehearse, making changes where necessary. During this time, children are expected to use their purple pens to edit their work carefully, identifying areas for improvement independently, as well as considering their teacher's feedback and the effect their word choice has on the reader.

Free Writing:

Free writes are planned into the end of each half term to allow children the opportunity to use their knowledge of taught genres and writing skills. Whilst teachers will allow children autonomy in the genre employed, each free write will consist of a planning session, where vocabulary and potential features may be gathered in a shared context, or a variety of openers may be shared to support children to write with confidence and independence.

Spelling:

In addition to the teaching of spelling within the teaching sequence and the focus on the development of high-quality synthetic phonics, a whole-school approach to the teaching of spelling has been developed. Spelling is taught according to the rules and words contained in Appendix 1 of the English National Curriculum.

Each week, children are taught 2 spelling rules where they use a range of strategies and resources to help them learn the rule. Teachers provide children with a list of three spellings that follow each taught rule, with children asked to find other words that also follow that spelling pattern. Children are tested the following week on the three words provided and two others that follow the rule. Alongside these words, children are given spellings from the common exception words for their year group or key stage.

When marking work, teachers identify spellings that should be known and applied correctly with children expected to respond to these and to use them correctly in future work.

Grammar and Punctuation:

Grammar and punctuation knowledge are taught primarily through English lessons. Teachers plan to teach the required knowledge through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome.

Teachers sometimes focus on particular grammar and punctuation knowledge as stand-alone lessons within or alongside the writing teaching sequence, particularly when focussing on identification of specific elements. Vocabulary Ninja SPAG resources are used to support the practice and rehearsal of taught skills.

Evidence in English books demonstrates that children are developing grammar and punctuation knowledge on an ongoing basis. In order to emphasise the specific knowledge that is being taught, writing tasks are underpinned by clear success criteria. These are used for assessment purposes. The expectations for extended writing will vary across year groups but will always involve children being expected to apply the knowledge that was modelled to them, and thereby meet the given success criteria.

Vocabulary Development: Vocab ninja – Picture processor / Word of the day

The teaching of vocabulary is fundamental to the teaching of reading and writing and takes place throughout the whole curriculum, including through the entire teaching sequence. Within the teaching sequence, all children encounter core books and model texts with a challenging level of vocabulary. New words that the children encounter are explored and children are encouraged to share any new vocabulary with their peers and discuss their meaning. Vocabulary from the text is carefully planned and is taught both explicitly (pre-taught) and implicitly (at the point of reading). The words selected to be explicitly taught include tier 2 words (words which have more than one meaning depending on the context of the text) and tier 3 words (more 'academic' words with specific definitions e.g. scientific/technical words.) All classrooms are vocabulary rich and reflect/exemplify the words and phrases which have been taught and explored over a sequence of learning/within a topic area. The pupils are encouraged to use and apply this ambitious vocabulary in their own writing.

Feedback:

Where possible, feedback is completed within the lesson, unless children have completed a key writing piece when a 'deep mark' is completed. All feedback is given in line with our marking and feedback policy. Children should be clear on what they can do well and what they need to improve within their writing.

Assessment:

We use a range of strategies to assess the children's writing and employ effective formative and summative assessment procedures at the beginning, during and at the end of a unit of work. Before a unit of work begins, children will engage in a 'cold write' assessment, where appropriate, to establish the skills they already have within a particular text type or genre. This is then marked against an agreed criterion to establish strengths and areas for development. This information is then fed back to the children and used to inform the planning of the unit of work. The unit ends with an assessed 'hot write'. This is then compared to the cold write in order for the children to see the knowledge they have developed and acquired and the progress they have made.

Teachers and leaders work together to jointly standardise and moderate the children's writing every term. Summative assessments for writing are then submitted at the end of each term. Teacher Assessment Frameworks (TAFs) and exemplification materials have been developed by the Trust for the following year groups: Y1, 3, 4 and 5. Teachers refer to these alongside the standard TAFs for Year 2 and 6 as a support for making judgements and to inform planning. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They base their judgements on the quality of the extended write that children produce at the end of each unit and determine to what extent children have met the agreed success criteria for that genre of writing.

Leadership of Writing

All Leaders in our academy prioritise the teaching of writing and it is identified as a key priority on our Academy Improvement Plan. Leaders monitor the provision of writing through learning walks in Literacy, work scrutinies and pupil voice. They evaluate the impact of this provision through the analysis of (i) end of year cohort data and (ii) individual pupil progress throughout the year (on going assessments).

Impact

We are ambitious for all our children and strive to ensure that we provide all children with the skills needed for them to become successful writers, no matter what their starting point, background or additional needs.

By the end of KS2 we expect our children to:

- Enjoy writing and view themselves as effective, competent writers;
- Have a good understanding of the purpose of writing and can write effectively for a range of purposes and audiences.
- Have a wide vocabulary that they use within their writing.
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught.

We aim to meet the expectations of the Early Learning Goals and the National Curriculum and when possible, exceed these and ensure that children make good progress in Writing during their time at Milton.

Therefore, we aim to achieve:

- Outcomes at the end of KS1 in writing that are at least in line with or above national averages for attainment at both standards.
- Outcomes at the end of KS2 in writing that are at least in line with national or above averages for attainment at both standards and progress.
- The % of pupils working at Age Related Expectations in writing within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth in writing within each year group will be at least in line with national averages.