

## Subject on a Page

## Writing

*At St Luke's Church of England Primary School, we believe all pupils deserve the opportunity to become competent, confident, perceptive writers who have access to a wide array of high-quality texts across a range of genres. We want every child to leave us with the motivation, ability and understanding of how to express themselves effectively for a variety of purposes and audiences.*



### Intent - What do we aim to deliver?

Children enjoy writing across the curriculum and are inspired by a range of high-quality texts and experiences.

Children use their imagination to develop their ideas. They are confident when speaking about their work.

Children use a range of vocabulary for effect.

Staff who provide positive modelling of listening, speaking and writing habits for pupils.

High quality planning and teaching of phonics, spelling and handwriting according to the agreed progression.

Children understand grammar terminology and apply it to their writing effectively.



### Implementation - How do we aim to deliver it?

#### Phonics

Phonics is taught daily and methodically in Early Years and Key Stage One using the Read Write Inc. programme. The 'No Nonsense Spelling' programme is used with those children in Year Two who reach the required level of phonological understanding; this allows them to apply their phonics knowledge. Year Two Pupils who do not reach the required level of phonological understanding by the end of Year Two continue to receive regular phonics intervention sessions within their year groups.

#### Spelling

Spelling is taught alongside phonics in Key Stage One. Pupils in Key Stage One and Two have daily whole class spelling sessions using Spelling Shed. The Spelling Frame programme compliments this; the children are encouraged to use this at home with weekly spelling lists set for them by class teachers.

#### High Quality Stimuli

Our English curriculum is largely planned and delivered using a variety of stimuli, including engaging and high quality texts. We encourage our pupils to become discerning readers who consider audience impact in their own writing. Pupils are immersed in and encouraged to respond to a well-chosen stimulus designed to inspire their own writing.

#### The Writing Process

Pupils rehearse a series of writing skills linked directly to the text and to the NC objectives for their year group using modelled and guided writing; this also provides opportunities to practise their individual weekly writing targets. Pupils then apply these skills and knowledge in the weekly Big Write session. Older children are also taught the skills of editing their own work which they use to improve their writing in the Big Edit.

#### Grammar and Handwriting

When planning, teachers have a grammar focus. These are built into the shared/guided writing sessions and are often closely linked to the children's Big Write targets. These may also be taught independently or embedded in SODA activities.

### Impact - How will we know we have delivered it?

The majority of children in each year group are working at or above the expected level for their age.

Pupils talk with increasing knowledge and enthusiasm about how they can improve their writing by modelling it on high-quality published texts.

Written outcomes have a clear purpose for pupils and writing is often shared and celebrated with a wider audience

Children enjoy writing and are confident to experiment with vocabulary and sentence structures.

Children are able to apply their writing skills, producing high quality work in a range of genre and for a range of audiences across the curriculum.

**John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'**