



Hambledon Primary School

Writing Intention, Implementation and Impact.

INTENTION

At Hambledon primary School, we know that reading is a fundamental skill which enables children to access all areas of learning, ensuring they can make progress and succeed. We believe that a quality English curriculum should develop children's love of reading, writing and discussion.

It is our belief that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at primary school. We want them to write clearly, accurately, coherently and creatively, adapting their language and style for a range of purposes, contexts and audiences.

Handwriting, spelling and grammar will be taught explicitly to ensure that children are able to understand the conventions of writing and manipulate language to create effect for the reader.

We believe that all pupils should be encouraged to take pride in their presentation. During year 1, the children will learn the cursive script and will present their writing in a variety of ways and write for a variety of genres for both English lessons and the wider curriculum.

Through the writing process, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.

We aim to develop children's ability to produce well –structures, 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

<p>IMPLEMENTATION</p>	<p>structures of English: grammatical detail, punctuation and spelling. Our approach when teaching writing covers the transcription and composition requirements of the National Curriculum,.</p> <p>Throughout the school, our writing follows a book- led curriculum. This is mapped out on a long term plan. Writing opportunities are sourced and developed based on the class text, topic and interests within each year group. Our curriculum allows children to have the opportunity to explore high quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. Our approach includes poetry, fiction, non- fiction and visual fiction within a term to ensure a wealth of different genres are explored.</p> <p>We use a structured approach to our learning journeys in order that we build writers' behaviours and skills: phase 1: stimulate and generate (looking at WAGOLLS, identify key vocabulary and features of a genre) phase 2: capture, sift and sort (using model texts/ features to experiment and develop their own ideas.) phase 3: create, refine, evaluate (independent writing process of planning, drafting and editing with publishing for some pieces)</p> <p>Teachers 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 the opportunity 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. Children are given the tools to plan (using learnt skills), write and then assess their own and peers' work. Within a half term, all classes are expected to have written one fiction and one non fiction piece from scratch.</p> <p>Within our writing and reading curriculum, we explicitly teach grammar aspects of the English language. Within year R, 1 and 2, we use Twinkl phonics to begin to explore the written features of English. Once children have completed phase 5, we move onto Jane Considine spelling programme which continues to develop phonics application alongside spelling patterns into key stage 2. Any pupils not secure with their phonics will be given frequent intervention as required. A consistent approach to editing based upon metacognition research has been introduced to our English curriculum which will be used to ensure the craft of writing is completed to the end product.</p>
<p>IMPACT</p>	<p>Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers record and track each child's progress and use this to set future targets. They use a variety of formative assessment methods and constructive marking strategies as well as pupil conferencing. In addition to this, children</p>

	<p>complete at least 4 pieces of final writing per term. This is independent and uses the writer's craft of planning, writing and editing.</p> <p>The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect.</p>
PUPIL OUTCOMES	
QUALITY OF IMPLEMENTATION	
NEXT STEPS	