



Statement of Intent for Writing

Our School Vision

It's Fun to Learn

At Wedmore First School Academy we are committed to working together. Valuing each child as a whole and developing our children's curiosity and enthusiasm for learning through an exciting and innovative curriculum.

We strive to encourage every pupil to develop their confidence and potential. Our wish is to provide children with a firm foundation in preparation for life's challenges and to take away happy memories of their early years with us.

Intent

Why do we teach this?

At Wedmore Academy First School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We aim to ensure all of our children develop a genuine love of language and the written word, based on the National Curriculum 2014 and the teaching style Talk for Writing, using specific texts relevant to each year group. This promotes a consistency of approach and will ensure that continuity and progression are embedded in our practice. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in other subject areas. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

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

Implementation

What do we teach? What does this look like?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very best version of themselves they can possibly be.

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.

Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a Talk for Writing text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing text that will engage, inspire and motivate.

Children are taught discrete punctuation and grammar skills, appropriate to their year group 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.

The **Talk for Writing approach** develops the skills of a writer by fully immersing them in all areas of the subject through:

Well Planned Lessons: which provide opportunities for the children to practice the skills needed to be a writer. Each unit of work covers a specific text type and can last for a number of weeks. A unit outcome will be completed by the end of each unit, allowing the children to put all of the skills they have learned in to practice.

Writer Talk: Reading as a writer involves making comments on choices made in an extract, at word/sentence level and text level.

Writing as a reader: SHARED/GUIDED WRITING

Modelling – teacher to model how to write.

Teacher Scribing – SHARED – teacher scribes / formulates children's ideas.

Guided Group Work - Teacher works with a small group to plan / write OR redraft / improve work already written.

Storytelling and Story-making: This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing.

In this way, the development of storytelling is built through a sequence involving first:

- **Imitation** – the straight retelling of learned stories.
- **Innovation** – developing, extending and changing elements of a story.
- **Invention** – creating a new story.

Classroom displays and Working Walls

Our classroom displays are integral to the children's learning. As the unit progresses teachers will make use of flipchart paper to display learning on washing lines around the room. Children make use of these displays to consolidate their learning and reflect on a continuous basis. These displays will include, but are not limited to:

- Shared Writing
- Examples of sentence structures
- Examples of children's input to the unit
- Handwriting examples – teacher scribed and pupil examples.

Spelling:

At Wedmore, the Letters and Sounds approach to phonics and spelling is taught. In Reception there is both whole class and then differentiated group teaching. Children are streamed from Year 1 to Year 3 so all children receive an individualized, differentiated provision. In Year 4 this provision continues but within the year group.

Common Exception words are taught with a similar, individualized approach taking into account the needs of all children through regular monitoring and assessment.

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

What will this look like?

At the end of each year children will have gained a progressive and deepening understanding of core writing skills. By the time children leave our school they will:

Pupil Voice: through discussion and feedback children can talk enthusiastically and confidently about their writing.

Evidence of Knowledge: Children's writing shows a consistent progression from Reception baseline, Key Stage One results to end of Year 4 Teacher assessment. It demonstrates a range of writing genres across the curriculum e.g. Geography, History, Science and R.E.

Evidence of Skills: Children are able to apply SPAG skills effectively in their writing with a clear progression across the year groups.

Breadth and Depth: : Teachers plan opportunities for children to produce written work in all areas of the curriculum to a high standard and for a range of different purposes Children are independent, confident writers, have a love for writing and write independently for enjoyment.