

# Writing



## Intent, Implementation and Impact Statement

### Intent

At St Mary's RC Primary School, the teaching of writing is of paramount importance within a broad and balanced curriculum. Our aim is to ensure that every child within our school, regardless of background and potential difficulty, leaves our school as a competent writer and with an understanding of the conventions of Standard English and when to use it effectively.

This ability to write with confidence for a range of purposes and audiences ensures that children leave St Mary's fully prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life.

The writing curriculum at St Mary's encourages children to immerse themselves in different text types, understand the features and impact of these, and realise the importance of them beyond education.

A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in a fun and memorable way. Children leave St Mary's with a good understanding of different text types and how to construct them effectively with clear purpose.



### Implementation

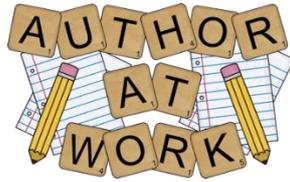
We immerse our children in a text, which links closely with the class topic and then use this text as a stimulus for writing. The National Curriculum states that spoken language underpins the development of reading and writing so we recognise the importance of weaving talk opportunities (through the use of talking partners) into every lesson. Using a variety of role play strategies and groupings for talk, children have opportunities to orally explore a text or text type before they start to write.

The National Curriculum and EYFS Framework is used to inform the planning and delivery of the writing curriculum at St Mary's. There is a clear curriculum map for classes to use as a framework for their planning of sequences of lessons.

Writing is taught explicitly in daily literacy lessons and skills learnt are regularly reinforced within lessons across the curriculum. Using a combination



of story books, factual texts, novels, film and film clips, poetry and relevant real-life events, learning is fun, meaningful and memorable.



Having studied different texts, pupils immerse themselves in the language and structure of these to create their own texts. This ensures that language patterns, punctuation and key phrases are internalised by the children so that they become confident and competent writers. Repeated practice of writing genres ensures that pupils leave our school capable of writing for different audiences and purposes.

Spelling is taught outside of literacy lessons and children understand the importance of learning spellings in a memorable and interesting way. A range of strategies are used to ensure personalised learning which supports pupils in becoming competent lifelong spellers. Accurate spelling is expected in all writing across the curriculum and children are taught and given time to edit their spellings and recognise their own errors.

The teaching of grammar and standard English is an integral part of every writing lesson and across the whole curriculum. Using the National Curriculum, key grammar skills are taught progressively and systematically throughout the school.

Teachers model the process of writing within every literacy unit so that children understand the thought process behind writing. During this process, teachers think out loud, edit and demonstrate how and why they have structured their writing in the way that they have. Children are then given the opportunity to participate in a shared write, where everybody contributes to the writing outcome. This is scaffolded further into guided and supported writing, leading to independent writing. Teachers make use of a WAGOLL (what a good one looks like) to explicitly show children what they can aspire to in their own writing. Children will use marking ladders as success criteria and will sometimes write their own success criteria which they will use to check their own writing.

Children are set termly targets, which are placed in their writing books. These targets are shared frequently with the children, so that each child is clear about what they need to do to improve their writing.





## Impact

From the regular monitoring of plans, books and lesson observations, it is clear that writing is taught in a systematic and progressive way, that prior teaching and learning is considered, and that learning is memorable. Children enjoy talking about their writing - about its construction, purpose and effect on the reader. They are confident to share their writing with staff, children and parents alike. They use their writing for real purposes, eg writing a letter to apply to become a Reading Beacon in Y5 and Y6.

As a result of the explicit teaching of writing skills, cross-curricular writing is of the same standard as writing completed in literacy units. All writing is planned with a clear intention and audience and editing ensures that writing is presented at its best. Children achieve well at the end of all Key Stages and leave St Mary's with a secure understanding of writing and are well prepared to meet the needs of a challenging secondary curriculum and the expectations of writing across all subjects.

Teachers use the St Mary's tracker statements alongside a range of the child's writing to monitor progress and assess them at key points throughout the school year. This information is shared with children in class writing conferences and parents/carers at our parents' evenings in autumn and spring, with an end of year report and optional meeting in the summer. The SLT monitor the teaching and learning of writing frequently to ensure that standards remain consistently high and to identify areas for ongoing CPD.



## Data

Year 6	End of KS Data 2019 EXS+	End of KS Data 2022 EXS+	End of KS Data 2019 GDS	End Of KS Data 2022 GDS
Writing	93.5%	86.6%	25.8%	13.3%
SPAG	96.8%	80%	48.4%	40%

Year 2	End of KS Data 2019 EXS+	End of KS Date 2022 EXS+	End of KS Data 2019 GDS	End Of KS Data 2022 GDS
Writing	75.9%	82.7%	13.8%	3.4%

Reception	End of KS Data 2019 GLD	End of KS Date 2022 GLD
Communication and Language	96.7%	74%