



**Edmondsley Primary School**

*Becoming a Writer*

Subject: Writing		
Intent	Implementation	Impact
<p>At Edmondsley Primary School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing.</p> <p>We guide 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 in primary school so they can employ these skills in their everyday lives.</p> <p>We teach pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p>	<p>We teach Writing as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum.</p> <p>Within lessons, teachers and teaching assistants target support and challenge to enable pupils to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as word banks, a greater level of modelling or adult support and guidance through small-group provision.</p> <p>More able pupils are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features. Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum.</p> <p>Teachers use the school's spelling scheme to support their teaching and to provide active learning activities that link</p>	<p>Our Recent Ofsted Report highlighted that</p> <ol style="list-style-type: none"> <li>Books show that pupils take pride in their work.</li> </ol> <p>Other impacts include:</p> <ul style="list-style-type: none"> <li>Pupils will enjoy writing across a range of genres</li> <li>Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded and modelled.</li> <li>Pupils will have a wide vocabulary that they use within their writing</li> <li>Pupils will have a good knowledge of how to adapt their writing based on the context and audience</li> </ul>

<p>We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school.</p> <p>We believe that all good writers refine and edit their writing over time, so we provide opportunities for children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.</p> <p>Lastly, we want children to enjoy writing and find a love of learning by being able to employ these writing skills, which they have learnt, across the curriculum.</p>	<p>to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week. When marking work, teachers identify up to three words that children have spelt incorrectly from within that child's known ability and children are expected to copy these out accurately three times.</p> <p>Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills 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 skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.</p> <p>We use a mastery approach to our teaching of writing different text types. Through this approach, children revisit the same genre each term, allowing them to both review their prior learning and build on it. Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from previous years. Whole school writing focuses happen at the end of each half term to allow collaboration and sharing of writing across school.</p>	<ul style="list-style-type: none"> <li>• Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught</li> <li>• The % of pupils working at Age Related Expectations will be at least in line with national averages at the end of Reception, KS1 and KS2.</li> <li>• The % of pupils working at Greater Depth will be at least in line with national averages at the end of Reception, KS1 and KS2.</li> </ul>
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