

## English writing

### Intent, Implementation and Impact Statement:

#### INTENT

At Rydon, we believe 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
- ❖ be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- ❖ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- ❖ be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style
- ❖ refine and edit their writing over time,
- ❖ 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.

## IMPLEMENTATION

- ❖ Classroom organisation: We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for children who require additional support to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional provision materials such as Word Banks or a greater level of modelling.
- ❖ Those children who show a greater depth knowledge 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 using the No Nonsense Spelling Programme and supplemented by the Twinkl Spelling Scheme to support their teaching and to provide activities that link 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 words that have been incorrectly spelt according to our spelling/feedback policy. Children are then encouraged to identify these incorrect spellings in their own writing and correct them.
- ❖ Grammar and Punctuation: 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.

## INTENDED IMPACT

- ❖ Pupils will enjoy writing across a range of genres
- ❖ Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- ❖ Pupils will have a wide vocabulary that they use within their writing • Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- ❖ Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- ❖ Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- ❖ The % of pupils working at ARE within each year group will be at least in line with national averages.
- ❖ The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- ❖ There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)