

# Intent Implementation Impact



## Writing Intent, Implement & Impact

### Intent

At St Rose of Lima, At Lacewood, we recognise that competence in writing is vital for the development of children's communication skills and a crucial ingredient for progress in other subject areas. Being able to write, offers the opportunity to store information, communicate with each other and to reflect and record creative ideas. When a child becomes a skilled writer, they understand the characteristics of writing's many forms and are able to adapt their writing to suit a wide range of purposes. To support children's writing progress, we have a clear, consistent, whole school approach to writing which is designed to spark both enthusiasm and creativity in our children, while also ensuring the technical skills to tackle all writing genres are embedded; meeting the expectations of the National Curriculum.

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. With a focus on reading into writing, children are inspired by the novels shared in class and are able to access imaginative scenarios through the stories shared. This is enhanced by our use of technology, where children can be supported with their knowledge of the world through the use of VR.

We intend to create clear structures for our children. Teachers clearly 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 opportunities 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.

It is our intention that ALL children from nursery to Year 6 have their needs met. Children with SEND are supported through the English SEND continuum where their individual and specific targets are tracked carefully and thoroughly and thus work set for them match these targets. A wide range of support tools through the use of tablets used in class, including scaffolding materials such as word banks, support those in the lowest 20%. We place vocabulary as a high priority which ensures our children with EAL are make the same rapid progress of their peers.

### Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to 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.

*Please see attached document for our whole school writing policy which outlines in great detail how we implement our writing curriculum.*

## **Impact**

Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each unit, and highlight the age-related outcomes that have been achieved. Children are tested termly on spelling, grammar and punctuation knowledge (Rising Stars Assessments) and this data is used to inform next steps for writing. Analysis and monitoring of assessments is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school.

Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include: regular book looks, lesson observations, gathering evidence of good practice, pupil voice interviews, looking at data and regular learning walks. The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Formative assessment grids (statements taken from progression map) are used for final piece assessments. They outline what has been achieved and what individual next steps are for each child.

Teachers use live marking throughout all lessons resulting in every child receiving one to one support or advice in every lesson, ensuring misconceptions are addressed and having an immediate and positive impact of the progress of each child.

The overall 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. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.