

## Lilleshall School- Writing - Intent, Implementation and Impact Statement

### **Intent**

At Lilleshall Primary School we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion and that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing and speaking. We want 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. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. 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 reach upper Key Stage 2. We believe that all good writers refine and edit their writing over time, so we want 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. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

We believe that children need to develop a secure knowledge base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

### **Implementation**

Staff subject knowledge allows the intentions of our writing curriculum to be delivered successfully. We continually strive to build upon the excellent understanding of the expectations of the curriculum that our staff have. We achieve this through regular quality CPD which is provided through the subject leader, external courses, collaborative lesson study and an annual support package from a teaching and learning consultant for English. All staff are encouraged to raise questions, seek support and request further training if needed in order to ensure everyone is confident in what they teach. Good practice is always shared between staff and all CPD is used to inform teaching and learning across school. At least once a half term children are given the opportunity to write at length independently following a sequenced build up of skills, including the technique of a slow write. This is where teacher's explicitly model and allow children to practise a range of writing techniques. The independent writes are used to measure progress and set targets and next steps for learning. Children are encouraged to use high quality resources such as dictionaries and thesauruses. Curriculum maps outline context driven high quality texts and genre to support the planning and teaching. Alongside

the curriculum map, we use many other resources to ensure that our offer is rich and varied. These include experiential opportunities for learning, including our outside environment, performances, World Book Day, Sue Palmer models for writing, Jane Considine, Pie Corbett, Grammasaurus, The Literacy Shed and TES - these are used across KS1 and KS2 allowing children to be exposed to a variety of different types of learning and to ensure coverage of writing genres and styles in different formats. Teachers also implement the schools agreed English policy and progression grids. Correct grammatical vocabulary is used by all teachers and this is discussed with and explained to children who are then encouraged to use it independently when discussing their writing. Vocabulary and writing techniques are displayed clearly on working walls as a journey through the writing progress and are referred to in every lesson. Timetabled interventions for writing are in place for children with SEND; all other children receive regular group support as part of their English lessons with further support for individuals or small groups where a need is identified. Children are given time to practice and perfect their spelling strategies throughout the week and additional multi sensory support is given to those children who require it. Feedback is given in a variety of ways to ensure pupils are well informed and making visible progress. Discussion is essential to learning and children are encouraged to discuss their thoughts, ideas and writing styles with a partner, group or the teacher. Teacher's expectations for writing within cross curricular contexts is high.

#### **Impact**

The impact of our English curriculum is that children understand the relevance and importance of what they are learning in relation to real world concepts. Children know that writing is a vital life skill that they will rely on in many areas of their daily life. Children have a positive view of writing due to learning in an environment where writing is promoted as being an exciting, engaging and enjoyable subject in which they can express themselves confidently and creatively. Our children have a good understanding of their strengths and targets for development in writing and what they need to do to improve. Our English books evidence work of a high standard of which children clearly take pride; the range of activities demonstrate good coverage of genre, spelling, punctuation and grammar. Our feedback and interventions support children to strive to be the best writers they can be, ensuring a high proportion of children are on track or above. Our school standards are high, we moderate our books both internally and externally and children are achieving well.