

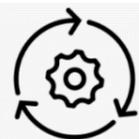


Subject on a Page: Writing

Intent - What?



At Abbey CE VA Primary School, we want to create confident learners for life. We do this through our eight values: Thankfulness, Love, Friendship, Forgiveness, Wisdom, Trust, Justice and Endurance, all of which, help to develop a growth mind set. English is taught daily using the Herts for Learning Long term plan to ensure children are exposed to a range of genres, text types and writing opportunities. Every unit has a writing outcome, and skills and grammar focuses are mapped out on a progression of skills document. Each unit comprises of a sequence of lessons that allows for exploration of the text type, planning, writing and editing. Each child has an English book in which they record their learning. We also encourage writing across the curriculum and where possible make links to other subjects. We use a range of spelling resources to support children to learn to spell and use the Letter Join programme to teach handwriting.



Implementation - How, why?

Writing Units and Take One Book	Explore and Engage	High Quality Texts	Purpose and Effect Grid	Handwriting	Spelling	Enrichment
Every year group has narrative, non-fiction and poetry focuses across the year. A wide range of text types are covered and these repeat at points across the curriculum so that children can show progression and apply and build upon their skills. Children are given the opportunity to plan their ideas and record their writing in a variety of ways, including using word processing and bringing pieces of writing to presentational standard.	We know that after the summer, children often need to revisit and recap key skills before they can begin to learn new skills. For the first two weeks of each school year, we therefore complete a whole school 'engage and explore' unit. This helps our children get back into writing in an exciting way and shows clear progression across the school. This is also a valuable assessment tool so that next steps can be carefully planned in the next unit of English work.	To support reading and writing across the English curriculum we have recommended texts (some linked to topics) for writing. These have been carefully selected to ensure high quality vocabulary and content, to use as a stimulus for writing. We have also considered diversity and inclusion and chosen texts we feel our children can relate to.	To support our children in writing, we create purpose and effect grids for longer pieces of writing and end of unit pieces. We collaboratively create success criteria for the text type, exploring the purpose for writing, ways we will create the desired effect and examples of what these skills are.	We teach handwriting using Letter join handwriting scheme. This ensures consistency across the school. We know that it is important that letter formation is secure before children are able to begin to join. In early years, we ensure there are planned opportunities to develop fine and gross motor skills to build core muscle strength for writing and opportunities to mark make in order to develop their pre writing skills. Letter formation taught through this scheme is consistent with that in ELS, where the children are taught letter recognition.	From early years we use ELS to teach spelling. When children have progressed beyond ELS, teachers teach daily spelling lessons using Herts for Learning Essentials spelling programme. This covers spelling patterns, rules and common exception words.	Enrichment experiences provide children with opportunities to further develop their skills and knowledge across the curriculum. We celebrate World Book Week every year, during which we encourage and engage in reading and writing activities through focus books. This helps to inspire and engage children with opportunities to listen to and read new and exciting books celebrating literature.

Impact



We aim for our children to be able to articulate their ideas clearly both verbally and through writing. Children can express their ideas and opinions, share what they know and use their imaginations to write well-structured texts. They have strategies to spell unknown words and are ambitious in their vocabulary choices. They know how to edit and redraft their writing and use clear legible handwriting to publish their work so that it can be read by others.