



Intent, Implementation and Impact Statement – English (Writing)

Intent

Learning for Living: Because we want children engage with high quality texts by a range of diverse writers and featuring a similarly wide range of characters, teachers plan writing lessons from the Literacy Tree teaching sequences. Our aim is for all children to see themselves and their families represented in books, and to develop an awareness of different people. We want children learn to write in many different genres, so all writing activities have a clear sense of audience and purpose. This means that not only can children write in role for a range of different reasons, but they can also express their understanding of concepts through writing across all areas of the curriculum. Through this, we aspire to empower them to be successful at secondary school, in further or higher education, and eventually in employment. We want Brunswick Park children to develop a strong command of the English language, giving them the cultural capital to express themselves effectively in writing. In EYFS we want children to understand that writing is a form of communication and that there is a link between reading and writing.

Respect: The value of respect is woven through the English curriculum. We want children to learn that there are many kinds of people and families, and that they all deserve respect. We teach children to respect each other’s ideas; they are encouraged to contribute to discussions, read out parts of their work and comment on each other’s writing, and work collaboratively on some tasks. We aim to create a learning culture in which mistakes are valued as learning opportunities, and we teach children to support each other with their learning. Collaborative and group tasks are carefully planned for, to allow children to develop the skills they need for working together.

Support and Challenge: All writing lessons are differentiated so that all children can access the same learning as far as possible. More able children are given ‘Take the Challenge’ tasks, in which they use additional skills beyond the learning objective, working in more depth. All lessons are differentiated to cater to children’s needs, and teachers plan for all attainment groups. Children with more complex additional needs are supported by the Inclusion team whether they learn in the mainstream or the Resource Base. Intervention groups and setting are also used across the school to support children.

Implementation

We implement the English (Writing) Curriculum through daily writing opportunities. Children learn the skills and techniques of writing through the WALT (Learning Objective), and practise using it through the Context, which is a writing activity that has a clear sense of audience and purpose. Writing skills are taught explicitly, including grammar, punctuation and spelling as well as composition skills. Using the Curriculum Map, Literacy Tree sequences and skills progressions, teachers plan units of work based on a text. Where possible and appropriate, other curriculum subjects such as History or Science are linked to the focus English texts.

EYFS:
In Nursery, children always have access to high quality texts and are encouraged to develop an interest in mark making. Children are not taught to write letters, in line with the requirements of the Little Wandle phonics scheme but are encouraged to share and tell stories orally. Children’s muscle strength is developed through fine and gross motor activities, so they will be ready for writing in Reception.
In Reception, children have a daily writing carpet session, where the teacher models writing – for example through shared writing or story mapping - and encourages the children to incorporate writing into their play. There are lots of writing opportunities in the continuous provision and children are encouraged to write for pleasure and for purpose in their play. Handwriting is taught through the Little Wandle phonics scheme.

KS1
Children in Years 1 and 2 write for a range of audiences and purposes in daily writing lessons. Year 1 children are expected to use their phonics knowledge to write phonetically plausible words and sentences. As they progress through Year 1 and into Year 2, they are expected to spell words correctly. Cursive handwriting is taught using the Letter-join scheme.

KS2
Children in Years 3-6 continue to write for an increasing range of audiences and purposes. They learn how to compose and write longer pieces, publish work and edit their work with increasing independence. Children who are not yet fluently writing in cursive are supported to develop this skill.

Impact

Children's attainment and progress in writing is assessed regularly. Through daily marking and feedback, and AFL techniques used in class such as questioning and observation, teachers assess and plan for next steps continually. Attainment data is collected at regular intervals and recorded. Progress and attainment are measured, and end-of-year expectations are set. Pupil progress meetings with SLT and class teachers take place after each data drop. Children apply their writing skills effectively across the curriculum. We moderate writing termly in phases and as a whole school and take part in moderation with other schools.

<p>EYFS</p> <p>Nursery children's attainment in writing is not formally measured, but observations of children's motor skills and interest in writing or mark making are captured. In Reception, attainment in Literacy, including writing, is tracked using Development Matters and moderation materials produced by Southwark. As writing forms part of the Good Level of Development (GLD) assessment, it is assessed regularly through teacher observations. At the end of Reception, the number of children reaching the GLD is recorded by the Local Authority.</p>	<p>KS1 and KS2</p> <p>In Year 1 and 2, children's attainment in writing is assessed regularly. As well as daily marking and feedback, teachers set a fortnightly 'Write on Target' activity, which is an independent task that is used to assess which skills children can apply independently. Children use writing target cards based on the skills progression, and teachers keep a record of when each target has been reached. These targets are discussed and reviewed with each child. This is used to make a judgement about children's attainment at data collection points. At the end of Year 2 teacher assessments are collected nationally as part of the SATs assessments. Details of our SATs results are available on the school website.</p>	<p>KS2</p> <p>In Years 3-6, children's attainment in writing is assessed regularly. As well as daily marking and feedback, teachers set a fortnightly 'Write on Target' activity, which is an independent task that is used to assess which skills children can apply independently. Children use writing target cards based on the skills progression, and teachers keep a record of when each target has been reached. These targets are discussed and reviewed with each child. This is used to make a judgement about children's attainment at data collection points. At the end of Year 6, teacher assessments are collected nationally as part of the SATs assessments. Details of our SATs results are available on the school website.</p>
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