

# Lache Primary School

Curriculum Subject: Writing

Subject Lead: Hannah Helm

## Intent

Here at Lache we aim to ensure all of our children, no matter their background, develop a genuine love of language and the written word, through a text-based approach. We want them to see writing as an exciting and enjoyable process which inspires them to be life-long writers and communicators. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. Our intentions in writing are for our children, first and foremost, are to be masters in the basic building blocks of writing: punctuation, grammar and sentence formation. They will then use this solid base to write for a wide range of different purposes; acquire the ability to organise and plan their written work; be able to write across a range of genres with confidence altering the style and formality to suit the piece; develop their vocabulary to expand their word knowledge beyond their starting points-year on year and develop a personal cursive handwriting style with accurate letter formation. As writers, our children will also be able to use strategies appropriate and individual to them for their spelling to develop and improve based on their year group expectations.

## Implementation



We teach Writing following the Pathways to Write units of work, through a quality text based approach. Our teachers adapt these for bespoke delivery to their classes based on each year group's individual needs. The units of work ensure children cover the National Curriculum for English in its entirety for writing; and the progressive structure of the programme ensures children's learning develops through the introduction of new skills being taught and regular opportunities to revisit and develop existing skills. Pupils are taught discrete punctuation and grammar skills, appropriate to their year group, within our text-based approach to planning. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing. Teachers use shared, modelled and guided writing to help children along on their writing journey. Critique "Fix it time" is built into our writing structure to enable the children to consider and improve the accuracy and effectiveness of their writing through a process of feedback, editing and redrafting. We broaden and develop children's vocabulary through everything we do: language rich displays in classrooms and corridors; learning a new "Word of the Week" which the use of is encouraged and celebrated in their writing and orally; working walls for English to share and celebrate ambitious or topic based vocabulary. Every term, 2 weeks are spent writing through a cross-curricular approach this provides us with the opportunity to cover a wide range of different genres -writing for different purposes and audiences where children can practise and apply their skills learned in Pathways sessions to give them a broad and balanced writing curriculum. We also have 2 writing weeks per year, where every one- from EYFS right up to Year 6- immerses themselves within writing based on a quality text linked to the theme of a global issue or PHSE. These weeks help to foster a real love of writing where children write for a range of purposes and audiences appropriate to their age range. These weeks are introduced with a WOW event to inspire and enthuse the children in the writing process. Both spelling and handwriting are taught and modelled in discrete lessons and also practiced and applied through writing. We follow the 'Babcock No Nonsense Spelling Programme' and the Nelson handwriting programme. This ensures that these skills are developed through carefully sequenced and organised lessons.

## Impact

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. Children will become more confident writers that 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. 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.