



Yenton Primary School - Writing Intent



Our curriculum intent for writing at Yenton Primary School, is to develop a love for writing, where children are able to write for a range of genres and purposes. We want children to experience a wider variety of texts that will inspire and provide them with the tools to enhance their creativity. We want our writing curriculum to follow our key principles:

- 1) **Inclusive:** by writing for a range of purposes and exposing the children to a range of genres and text types. We want the children to be able to access the texts they are reading and use these as inspiration for their own writing. We hope that by understanding the purpose and audience of a range of texts, our children will be able to identify the skills they need for particular genres of writing.
- 2) **Experiential:** by using a wide range of texts and providing our children with experiences that will hook them into the texts we are using. We hope that our children will be able to discuss their writing and link it to other areas of the curriculum. We hope to use speaking and listening as a tool to develop our children's understanding of the writing genre, language and structure so that they have the toolkit they need to create their own pieces of writing.
- 3) **Resilience:** by teaching our children to evaluate their own writing through proofreading and editing. We hope that our children become confident writers who can talk about their work. We want our children to be able to talk about what they have written and why they have used particular skills. As a school, we want to provide them with opportunities to talk about others' work and peer assess courteously.
- 4) **Progressive:** by creating an overview of texts for each year group that are progressive but also ensure a broad range of genres. We aim to develop children's vocabulary and the skills that they use so that they can develop as writers and build upon knowledge from previous years. We want the texts we use to feed in where possible to the topics each year group cover so that the children can relate the text types they are writing to the contextual knowledge they have learnt.
- 5) **Ethical:** by ensuring that our writing curriculum provides the children with experiences of stories and authors from other cultures and religions as well as those which focus on British Values and No Outsiders. We want the children to reflect on their own experiences, show compassion and empathy towards others and have a better understanding of the world we live in.

6) Adaptive: by providing children with the opportunity to be creative and use their imagination to create their own pieces of writing. We want the children to use models to assist them but then have time to discuss and share their thoughts and ideas with their peers. Children should have opportunities to write regularly so they can apply and practice new skills and vocabulary.

English is timetabled daily for all pupils to ensure coverage of the National Curriculum and development and progression of skills. All sessions last approximately an hour with 15 minutes of grammar at least three times a week. Each unit of work follows a three week cycle - Imitation, Immersion and Invention. Each unit focuses on a different genre to ensure that the children are exposed to a mixture of classic, contemporary, fiction, non fiction and poetry.

Year Group	INTENT <i>Goals/ what do we want to achieve?</i>	IMPLEMENTATION <i>How are we going to achieve this goal?</i>
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Reception

- Enable children to speak clearly and audibly, and to take account of their listeners.
- Encourage children to listen with concentration in order to identify the main points of what they have heard.
- Show children how to adapt their speech to a wide range of circumstances.
- Get the children to articulate their ideas and structure them in speech before writing.
- Teach children effective communication, both verbal and non-verbal through a variety of drama activities.
- Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts.
- Encourage children to apply their phonics to write words and simple sentences.
- Continually practice letter formation following the school's handwriting policy.
- Use the outside area for role play opportunities; linking role play where possible to writing topics and the wider curriculum so that children can practice using key vocabulary and develop their understanding.
- In week one of Talk for Writing, children learn the structure of the model text and create actions so that they can orally retell the story by heart. This will provide opportunities for speaking and listening.
- Week 2 of Talk for Writing allows for the children to innovate the original text with their own ideas but following the same structure. This will encourage the children to practice using new vocabulary and become confident with the structure of the text.
- Provide writing opportunities wherever possible, including in week 2 and 3 of Talk for Writing and in the wider curriculum.
- Children practice their letter formation using other forms such as sand, paint and shaving foam and apply their phonic knowledge.
- Children will be provided with a wide range of texts including nursery rhymes, traditional tales, classic stories and nonfiction and links are made with shared reading and the wider curriculum.
- Phonics is carried out daily for 20 minutes and same day intervention takes place for those children who fall behind. This is also assessed half termly.
- Writing assessments take place every 3 weeks. Teachers use this to inform their planning and interventions to ensure progression and retain high expectations.

Year 1 and 2

- Continually practice letter formation following the school's handwriting policy, focusing on both descenders and ascenders and by the end of year 2 should be joining.
- Ensure children are applying their phonics to write words and sentences.
- Grammar is carried out alongside the English lesson to ensure children understand the skill before trying to embed it. This will follow a modelling, practice and application approach.
- Handwriting practice is carried out at the beginning of the lesson and will sometimes be combined within the grammar session in order to reinforce letter formation; ensuring that letters start and finish in the correct place and are formed in the correct direction.
- Phonics is reinforced in English lessons and children are provided with spelling corrections if they are misspelling words with the phonics sounds they have covered and/or common exception words.

- Ensure children are learning the common exception words (Year 1 and 2) and are applying these in their writing.
- Read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts.
- Ensure children apply the punctuation required for their year group and can structure a sentence accurately.
- Ensure key curriculum skills (KPI's) are taught and embedded and that the children can use these independently.
- Teach children effective communication, both verbal and non-verbal through a variety of drama activities.
- Teach children the structure of a text and ensure they have an understanding of purpose, audience and genre.
- Begin to provide the children with opportunities to proofread and edit their own independent writing.
- Allow children opportunities to plan their own independent pieces of writing following a modelled structure.
- Allow children opportunities to practice writing sentences or short pieces of writing to see if they can apply the skills taught.

- Dictated sentences are given to the children regularly to ensure that they can apply the punctuation and spellings taught so far.
- Vocabulary games are carried out so that children can learn the new words they are exposed to and links can be made with the wider curriculum so that children can recognise more unfamiliar vocabulary and draw on wider knowledge.
- Children are provided with opportunities for speaking and listening in week 1 of Talk for Writing. Children learn the structure of the model text and create actions so that they can orally retell the story.
- For non fiction texts, drama and role play activities are carried out so that children can develop their understanding of the text (including audience and purpose)
- Children draw on their understanding of the structure and are given a structured template to assist them in planning their own writing.
- Writing opportunities are provided where possible, including in week 2 and 3 of Talk for Writing and in the wider curriculum. Short burst writing is given to see if children can apply the skills they have been taught.
- Each unit focuses on three core skills which are taught throughout the unit. Skills are progressive to ensure that children have embedded the basic skills first.
- Children have opportunities to practice sequencing sentences in order to ensure they understand the structure of the piece of writing.
- Children will be exposed to a wide range of texts including contemporary, classic, fiction, non fiction and poetry to ensure children have a good understanding of different genres, purposes and audiences.
- Children have the opportunity to polish their work; rereading what they have written and begin to make corrections based on what has been taught.
- Children are given gap tasks to address misconceptions or develop their writing further. WW (what's wrong) is also used by the teacher to assist the children to spot any mistakes they have made within their writing. This may be scaffolded for years 1 and 2.

KS2

- To use cursive handwriting consistently, writing legibly and fluently.
 - Children have a wider understanding of genres and understand the purpose and audience for a wide range of texts.
 - Children should be able to structure sentences accurately and apply a wider range of skills to make their sentences more complex.
 - Expose children to a wider range of vocabulary and develop strategies for them to work out the meanings. Children then use these words in their own writing.
 - Provide opportunities for drama activities such as hot seating to deepen the children's understanding of character emotions.
 - Opportunities for short burst writing throughout the 3 week cycle so that children can practice applying the skills taught.
 - Children can plan a piece of writing independently drawing on structure, purpose and language.
 - Ensure children can make links with the wider curriculum and draw on their wider knowledge in order to write in context.
 - Children should understand the difference between proofreading and editing. They should be able to go through their work for grammatical and spelling errors and have strategies to know how to spot these.
- Grammar is carried out alongside the English lesson to ensure children understand the skill before trying to embed it. This follows a modelling, practice and apply approach.
 - Each unit focuses on three core skills which are taught throughout the unit. Skills are progressive to ensure that children have embedded the basic skills first.
 - Handwriting practice is carried out at the beginning of the lesson where necessary and sometimes combined within the grammar session in order to reinforce cursive, fluent and legible handwriting.
 - Children will be exposed to a wide range of texts and there is a key focus on audience, purpose and structure. Children can then select the appropriate form and draw on similar writing as models.
 - Vocabulary games are carried out so that children can learn the new words they are exposed to and make links with the wider curriculum so that children can recognise more unfamiliar vocabulary and draw on wider knowledge. Strategies are taught to help children identify and understand new vocabulary they are exposed to.
 - Week 1 of Talk for Writing focuses on new vocabulary, audience, purpose and structure. The aim is that by the end of the first week, children have a firm understanding of the text and the genre they are writing in.
 - Week 2 of Talk for Writing links strongly with the outcome and provides children with the tools they need for their independent writing. Short bursts of writing are carried out linked to the outcome that allow children to apply key skills.
 - Children plan, independently thinking about the structure, purpose and audience and draw on what they have read to help them note and develop their initial ideas.
 - Children are given gap tasks to address misconceptions or develop their writing further. WW (what's wrong) is also used by the teacher to assist the children to spot any mistakes they have made within their writing.

- Children should be able to edit their work thinking about the purpose and audience when making their changes.

- Spelling errors are addressed in books and dictionaries are encouraged. Children dot words they are unsure of and check the spelling using a dictionary.
- Children proofread their work for spelling and punctuation errors. This is modelled by the class teacher and opportunities are given throughout the three weeks for children to do this. Not just on their Hot Write.
- Children are given (lower KS2) and choose (upper KS2) an area of their work to edit focusing on a skill. Again, this is modelled by the class teacher beforehand.