



Writing at Pottery Primary School

Statement of Intent, Implementation and Impact

Intent

At Pottery Primary School, we aim to create a positive writing culture, where all our children feel confident and become passionate, independent writers. We acknowledge the different skills, experiences and knowledge that the children bring to school. From these starting points, we aim to empower pupils with the skills to communicate their knowledge, ideas and emotions confidently through writing, ensuring the curriculum is inclusive and enable equal opportunities for all. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of genres and contexts. We aim to develop the children's vocabulary by exposing them to a rich language environment with opportunities to hear and confidently experiment with new words as well as explicitly teaching new vocabulary. Our writing curriculum is progressive and builds upon knowledge and skills taught previously. We believe that all pupils should be encouraged to take pride in the presentation of their writing by developing a neat, clear and joined, handwriting style by the time they move to secondary school. We also feel that refining and editing writing over time is an important part of the writing process and teach pupils to do this independently as they move through the school.

Implementation

Writing is at the heart of our timetable and literacy is taught everyday as well as using writing skills across the wider curriculum. The English Curriculum is led and overseen by the English Curriculum Leaders, in conjunction with SLT. They will regularly monitor, evaluate, and review English teaching and learning, celebrating and sharing good practice.

The approach we are beginning to introduce to teach writing is based upon Jane Considine's book 'The Write Stuff'. High quality demonstration writing is the basis of this model whereby children are explicitly taught and shown how to craft the ideas, grammar and techniques of writing. This leads on to children writing independently in the unit, applying their skills and showcasing

what they have learnt. In our lessons, teachers follow a repeated pattern of 'Initiate', 'Model' and 'Enable' whereby they use the three zones of writing to provide a consistent whole school systematic approach to writing carefully constructed sentences. Throughout the learning process, children have opportunities to work independently and with peers on creating ideas and gathering high level vocabulary. During each unit, children's writing is celebrated and displayed in classrooms.

In KS1 we also use a talk for writing style topic in autumn term to support children with their language and ability to 'speak a sentence'.

Where possible, writing themes are linked to topics and children are given the opportunity to make links with the wider curriculum and use writing for a range of purposes. Children experience a range of genres and fiction, non-fiction and poetry are covered each term.

Specific grammar knowledge is taught within units and also discreet lessons, where children are able to revisit learning, enabling them to know more and remember more.

The editing process enables children to edit and up level their work, alongside peers and improve their proofreading and dictionary skills.

Where possible, learning is taken out-doors and experience days happen within units to ensure the children understand what they are writing and why.

Impact

We want our pupils to achieve success within writing, whatever their ability. We want them to be inspired to write, enjoy writing and ultimately see themselves as writers. We want children to be skilled at writing for different audiences and purposes and we aim for children to take pride in their presentation, spell words correctly and write in a grammatically correct way.

Outcomes will be visible in literacy skills books but also learning journals and independent writing books.

We aim for the percentage of pupils working at age related expectations to be in line or better than national standards. Equally, we aim for the percentage of pupils working at greater depth will be in line or better than national standards.

