

## Writing

**Intent:** At St Wilfrid's RC Primary we endeavour to create a love for literacy. We want every child to leave St Wilfrid's with the skills of an excellent writer who:

- Can read as a writer, and write as a reader, drawing on understanding of high quality texts to inform writing outcomes.
- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a varied bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at St Wilfrid's, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models and using these to guide the drafting and editing process.

It is important to note that we not only develop a real enjoyment of writing in English lessons but aim to develop **disciplinary literacy skills** in all subjects across the curriculum. We expect children to develop an **authentic writing voice** every time a child writes in any subject.

**Implementation:** Curriculum planning should provide:

- A range of high quality texts that ensure interest, rich vocabulary, grammar development and expansion of understanding of the world.
- A medium term English overview linked to the class text including - immersion in the text; clear writing outcomes; narrative, non-fiction and poetry.
- Opportunities for children generate ideas, plan and write; including proof reading and redrafting
- A short-term unit plan that includes the vocabulary and grammar conventions, that are taught within the context of the class text and clear writing outcome.
- VGP practice tasks that allow exploration of high quality modelling through a layered approach to the building of skills across a range of genre.

□ Opportunities for individual targets to be addressed within direct and incidental teaching, and monitoring of these to ensure rapid progress.

□ Opportunities to link writing tasks with the spelling focus.

□ VGP practice tasks that allow exploration of high quality modelling through a layered approach to the building of skills across a range of genre.

Teaching and learning around a range of non-fiction texts, with opportunities for children to write in context across the curriculum

□ When applicable trips and visiting experts who will stimulate and focus creative writing experiences;

□ Imagined but real purpose for children to consider vocabulary, content, plot

and monitoring of these to ensure rapid progress.

□ Immersive writing weeks, where children are able to 'experience' sources, stimuli and a shared love of writing.

**Impact:** Our Writing curriculum is high quality, well thought out and is planned to demonstrate progression. In addition, we measure the impact of our curriculum through the following methods:

□ A reflection on standards achieved against the planned outcomes;

□ Children can understand and apply the fundamental principles of spelling grammar and punctuation in their writing;

□ Children can evaluate, improve and redraft their writing;

□ Children are responsible, competent, confident and creative writers;

□ A celebration of learning for each term which demonstrates a progression of learning across the school;

□ **Children experience the achievement of becoming celebrated published authors**

□ **Children develop an author's voice, writing as a reader when writing creatively**

**Children learn to write authentically across the curriculum**

□ Children communicate clearly using accurate grammar, punctuation, handwriting and spelling.

□ Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation **and at greater depth.**