

Intent:



- To fulfill the NC
- To be fully inclusive
- To foster confident, fluent, and creative writers who can communicate effectively for various purposes and audiences
- To develop proficiency in transcription and composition
- Instil a love for writing beyond primary
- Exposure to high quality texts

Teaching aims:

- To improve pupils' writing attainment, enjoyment and stamina using a structured approach to teaching grammar skills
- To provide children with a rich and varied vocabulary
- To help children master sentence construction and punctuation and foster the notion that great writing comes from quality sentence instruction
- To teach grammar in context, using small steps and placing emphasis on what something is and isn't
- To support children in becoming effective editors and proofreaders

Impact: Evidencing

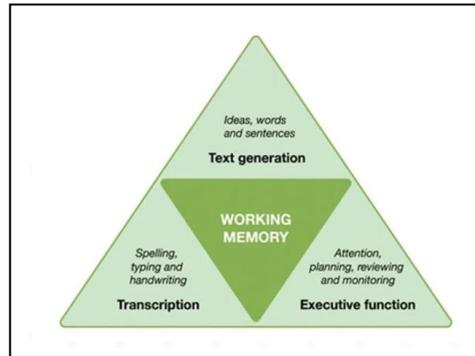
- Independent writing in Eng books across genres
- Curriculum-wide evidence
- Drafting and editing

Impact: Monitoring

- Books looks – to ensure all follow the school's LTP
- Lesson drop ins
- Pupil voice
- Writing Moderation

Implementation - planning

- Long term plan that covers the NC
- 6 week-units of work in fiction and non-fiction
- Planning sequenced around grammar mastery keys which are main skills for each unit
- Repeated retrieval of previously taught skills
- Features of genre planned in each unit
- Planning adapted for SEN pupils



Implementation – Curriculum links

- Full coverage of grammar and punctuation for each year group
- Links creatively to the wider curriculum
- Clear modelled and shared writing examples
- Writing sequence reflects key stages of writing process

Implementation – What will you see in lessons?

- Review and revisit previously taught skills
- Key grammar skills taught alongside guided instruction
- Grammar taught in small steps
- Effective teacher modelling
- Guided practice to build independence
- Regular checking for understanding and misconceptions
- Teachers bringing words to life and instilling the notion of read like a writer, write like a reader.
- Scaffolds to support SEN and more difficult tasks
- Making time for revision
- Emphasis on the importance of foundations

Resources:

- Pathways to write texts and resources
- NC spelling mats
- Texts to support grammar in context
- Scaffolds
- Model texts
- Planning templates
- Vocabulary mats
- Knowledge Organisers

Impact: Assessment

- Retrieval and revisit tasks at the beginning of every lesson
- Use of discussion during lesson to monitor learning and used for AFL
- Peer and self-assessment
- Marking and feedback focusing on application of skills
- TAF assessment sheets
- All statements met for a secure judgement