



How writing is taught at Swindon Village Primary School.



Intent, Implementation and Impact

Writing at Swindon Village Primary School

Curriculum Intent

At SVPS we believe that writing is a hugely important life skill. We aim for all our children to enjoy writing and to become confident and skilled at expressing themselves in a range of writing genres. It is our hope that all our children will become writers who not only can communicate with clarity and accuracy but also will become writers who write for sheer pleasure.

SVPS has designed an English curriculum which is carefully sequenced and will inspire our children to develop the skills to become excellent writers. Our writing curriculum contains a wide range of writing opportunities and a carefully selected book spine which allows children to be inspired by a range of the very best writers in children's literature.

The development of grammatical skills is built into our writing curriculum through adherence to our carefully sequenced grammar overview. It is organised into strands which build in complexity as the children travel up our school.

The teaching of spelling is also carefully sequenced. Our spelling overview outlines the teaching of key objectives as outlined in the national curriculum. It also places great importance on the teaching of spelling strategies that will support children at the point of writing e.g. have a go spelling strategy, proof reading skills.

The National Curriculum Expectations are:

EYFS

Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

KS1 and KS2

Pupils are expected to become competent in two main areas of writing:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

To reach the expected level at the end of each key stage children need to achieve the following: [teacher assessment framework](#) .

Curriculum Implementation

Throughout their time at SVPS, children will regularly write for a range of audiences and purposes. Often the writing will be related to and inspired by a high-quality text from our book spine. Our children will also have many opportunities to write from their imagination or from real life experiences. They will have learnt and developed grammatical skills in accordance with the SVPS Grammar overview. This allows our children to acquire and develop grammatical skills appropriate to their year group and also ensures progression throughout the school. We expect to see grammatical skills, that have been taught in isolation, applied in our children's writing.

- English is taught every day throughout the year except for on fortnightly PPA days. Each lesson will cover an aspect of our agreed writing journey.

Teachers are expected to:

- Plan engaging lessons which build on prior knowledge. Teachers need to plan writing journeys in accordance to the SVPS writing curriculum and the SVPS grammar overview.
- Plan a range of writing journeys related to each text and ensure that at least one piece of writing is published per text. The writing journeys will be included on the text's front page in all English books.
- Teach spelling and handwriting in isolation to other English lessons using the school's agreed schemes and overviews (SVPS Spelling overview and Letter Join).
- Teach writing in accordance to the school's agreed writing process.
- Engage and respond to monitoring that KAT team will carry out regularly including book scrutiny and pupil interviews.
- Engage in the termly writing moderation process.

SVPS ensures that all children can access learning in writing by:

- High quality modelling of writing by adults
- Use of toolkits for extended writing
- Small group or 1:1 support when and where necessary
- Use of personal 'have a go spelling sheets'
- Use of statutory spelling lists and other displayed resources
- Afl strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary

SEND or EAL children are supported at SVPS by:

- Seating children alongside good role models to support one another
- Providing writing frames or vocabulary lists where necessary
- Adjusting task where necessary
- Adult support where necessary

Curriculum Impact

All children in the school will be able to write for a range of audiences and purposes. They will be able to apply the grammatical knowledge accurately and they will be able to apply spelling strategies that they have learned in their own writing.

Children engaged in writing are:

- Engaged and enthusiastic learners
- Able to enjoy writing for a range of purposes including writing for pleasure
- Able to apply the skills outlined in their task's toolkit
- Able to routinely edit and improve their own and others' writing
- Able to appreciate the quality of other writers (both their peer's writing and the well-known writers that are studied in class)
- Able to contribute well to our 'active modelling' writing sessions.

At SVPS we know our children are doing well by:

- Marking and feedback
- Displays of work
- Book scrutiny and pupil interviews
- Moderation of our writing
- Reaching targets set for attainment and progress in relation to end of key stage expectations.

Children at SVPS will become confident, fluent writers who can communicate effectively to engage a range of audiences. They will enjoy writing both in and out of school time and feel confident in their ability to write to entertain, inform and explain.