



Writing intent, implementation and impact.

Intent

Here at the Trinity, our English Curriculum is driven by a deep rooted passion for high quality texts which reflect a diverse and progressive world view. These texts are used as a stimulus to encourage discussion, debate, explore ideas, to expand vocabulary, to improve reading comprehension and writing skills. Our overarching aim is to encourage all of our children to foster a love of the English Language that allows them to become independent and fearless learners, who understand the importance of a rich and varied vocabulary. We aim to facilitate a journey that begins in Early Years and continues to Year 6, upon which our children learn what it is to be a reader, an author, a critic, a confident speaker with a varied and diverse literary diet.

We want all children to:

- Write with confidence, fluency and understanding.
- Write with enthusiasm and enjoyment.
- Be able to write for a wide range of genres.
- Be passionate about wanting to communicate in the written word, using a wide range of vocabulary.
- Build automaticity within transcription to remove barriers for writing.
- All children to feel success in writing.

Implementation

Here at The Trinity we follow our own approach that is centred around high quality literacy examples.

- In EYFS/KS1 we use our own approach that includes some elements of The Write Stuff scheme. This is an approach that covers fiction and non-fiction texts. The children are immersed in the text and it provides the fundamental grammar and spelling teaching opportunities that are relevant for that age group. Throughout the process children are taught the key ingredients needed for that genre of writing. Some children may need more support and this is provided in targeted teaching opportunities.
- In KS2 our writing teaching is also based around a text. Children have the opportunity to analyse the text and understand the key features that are needed using elements of The Write Stuff programme. This will cover grammar, sentence structure and compositional features. Over the



course of an academic year, the children will have covered a range of fiction and non-fiction genres. Where possible this is linked to their topic and has a cross-curricular approach.

- Every genre will follow a similar model:

Familiarisation- a focus on a key text or genre model. This is used to identify the features, grammar and punctuation elements that are taught and practiced through the writing sequence

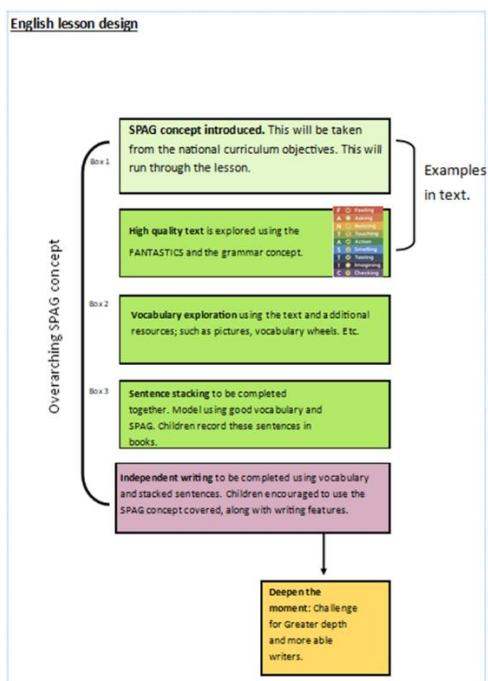
Development- This is where the key features and applied to the short writing tasks in a variety of ways.

Planning- Children have the opportunity to plan in an age-appropriate way for an extended piece of writing. Some aspects of planning may need to be modelled, or have a shared writing approach.

Draft- Children will complete an initial draft of their writing using their plans.

Edit and improve- Children use a purple pen or pencil to make improvements to their initial draft. This is based on the key features that need to be included in the text alongside their personal targets for writing.

Each lesson will follow a specific structure to ensure consistency for our learners. Variations will be made according to year groups and national curriculum objectives- for example, year one are given more opportunities to retell a story and sequence this orally.





When teaching writing we aim to provide:

- **Fluency** in the basics of Grammar, Punctuation, Spelling and Handwriting. Improved automaticity within transcription.
- **Understand** how structure and vocabulary are used for a purpose
- **Edit** and improve their own writing
- **Love and creative freedom** the process of creating through words and have the stamina to do so.

Children will have a variety of opportunities for independent writing across the curriculum.

Impact

We assess writing on a regular basis using our writing assessment grids (Appendix 1) We also make writing targets known to children through the use of their target sheets displayed on their desks (KS1-2).

Impact is also assessed through peer moderation.

Handwriting

In Trinity we want children to:

- Develop a fluent, legible joined style of handwriting
- Understand that their handwriting is important in being a form of communication
- Make handwriting an automatic process that does not inhibit creativity or thinking

In EYFS the children start with developing their fine motor skills from the very beginning following a daily programme that continues to build and develop the skills. Children also have the opportunity to write daily in their phonics lessons. Children will learn the pre cursive style as soon as their fine motor skills are developed enough.

In Year one and two, children continue to write daily in their phonics lessons. They also have the opportunity for further intervention of fine motor skills if needed.

In Key Stage 2, handwriting is taught through shared and modelled writing. Each class will have one discrete lesson each week and some children may need continued fine motor skills intervention. There may also be a need for differentiated writing tools or for children to have further assessment from an Occupational Therapist.



In **Key stage one**, the children start by using printed font. This will be developed as soon as they have developed correct letter formation for all of the letters into a pre-cursive font.

In **Key Stage two**, all children should be writing in a cursive style and given the opportunity to earn their pen licence. By year 5, all children should be writing with a pen unless there are additional reasons for them not to.

When seating children, careful consideration should be given to which hand they write with.

All adults need to ensure that they are modelling the accurate letter formation in cursive script. We use Letter join to model this to the children. (Appendix 2)

Teachers will assess handwriting according to year group objectives that form a part of the Writing National Curriculum.

Spelling

Children will be able to:

- Spell age and ability appropriate words
- Spell to communicate their ideas and needs
- To use and apply phase related phonics and age related spelling patterns
- Use a range of techniques to support their spelling.

In the EYFS and KS1 we use Sounds Write to teach phonics. This is taught as a whole class lesson. There may be occasions when children need additional support to make the expected appropriate progress. Children also have access to Spellzone in school and at home. This platform allows them to follow their own unique pathway in spelling.

In KS2, we use Twinkl spelling overview to inform our teaching spelling patterns, and we aim to approach spelling in a kinaesthetic way.

Every child from Year One has a card in their writing books that can be used across the curriculum. This card has 5 spellings on that are High Frequency (HF) or Common Exception Words. The child will ensure that these words are spelt correctly in all of their writing. The words are changed and updated when they are regularly getting them correct across the curriculum, in all their writing.



Appendix 1

Name:		Date/title/book:					Across the collection
The pupil can, after discussion with the teacher...							
COMPOSITION: PURPOSE & AUDIENCE	WTS: Write sentences that are sequenced to form a short narrative (real or fictional)						
	EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)						
	EXS: Write about real events, recording these simply and clearly						
	GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
GRAMMAR	GDS: Make simple additions, revisions and proof-reading corrections to their own writing. (From Y2 PoS: this is an expectation for all pupils.)						
	EXS: Use present and past tense mostly correctly and consistently (From Y2 PoS: including use of the progressive form of verbs.)						
	EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
	From PoS: Add description and specification through the use of expanded noun phrase.						
PUNCTUATION	From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.						
	WTS: Demarcate some sentences with capital letters and full stops						
	EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
	GDS: Use the punctuation taught at key stage 1 mostly correctly						
TRANSCRIPTION	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others						
	EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others						
	WTS: Spell some common exception words						
	EXS: Spell many common exception words						
	GDS: Spell most common exception words						
	GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*						
	WTS: Form lower-case letters in the correct direction, starting and finishing in the right place						
	WTS: Form lower-case letters of the correct size relative to one another in some of their writing						
	EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
	GDS: Use the diagonal and horizontal strokes needed to join some letters						
	WTS: Use spacing between words.						
	EXS: Use spacing between words that reflects the size of the letters.						

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Appendix 2

My target sheet	Have I met my target?
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Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh
Ii	Jj	Kk	Ll	Mm	Nn	Oo	Pp
Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz						