

# English - Writing



## Intent

We aim to instil a love of writing and an appreciation of its educational, cultural and entertainment value. Therefore, through our high-quality teaching, children are taught to speak and write fluently so that they can effectively communicate their ideas and emotions to others, whilst developing their own imagination, which makes readers engage with and enjoy their writing. We intend to inspire children through a range of high-quality literature, which makes readers engage with and enjoy writing. Through writing for a range of purposes and audiences, children are taught progressively to develop both the secretarial skills of writing and apply the 'tools' which authors use to engage readers. There is a strong emphasis on increasingly developing a wide-ranging knowledge of vocabulary which they can apply in their own pieces. We intend to improve children's handwriting skills through a structured and measured approach that physically strengthens children's fine motor skills with an aim that their work is well presented. Children develop the ability to edit and improve their work in response to feedback. Children will therefore be able to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.

## Implementation

Teaching in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

Teaching from Years 1 – 6 follows the National Curriculum for English (2014). This is divided into three stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and comprehension); Writing (transcription, spelling, composition, handwriting and presentation; Grammar and punctuation). By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

We base our teaching of Writing on 'Talk for Writing' principles, i.e. the principles of how people learn – the movement from imitation to innovation to independent application. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. The key phases of the Talk for Writing process, as outlined below, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

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## Impact

- Children are happy learners who talk enthusiastically about their learning and eager to further their progress in English.
- Our children also become more confident, fluent readers and they realise the importance of reading for pleasure along with reading for information and knowledge.
- Our children are becoming more confident writers.
- Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.
- Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing journeys.
- At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Pupils falling into the lowest 20% category make progress from their starting point and as with all pupils are proud of the progress they have made.