



STOKESAY  
PRIMARY  
SCHOOL



## Writing – Intent, Implementation and Outcomes.

### I can. (Intent.)



At Stokesay Primary School, the teaching of writing within the English curriculum has been carefully considered to enable our pupils to become confident and creative writers. Our subject lead has carefully worked to create a Progressive Skills Document where objectives for each year group are progressively mapped out to ensure our pupils are taught the required skills and knowledge that further their education journey through KS2 and beyond.

### We can. (Implementation.)



At Stokesay Primary School, we have high expectations of children and challenge them to do their best and take ownership of their writing and make good progress. Children are given opportunities to write at length across all areas of the curriculum to build confidence and allow them to write for different purposes and audiences.

The teaching of writing at Stokesay Primary School is taught using a range of strategies that include:

**Modelling Writing:** The teacher talks aloud the thought processes as a writer with the children. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

**Shared Writing:** This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

**Supported Composition:** The children work in pairs to provide the next sentence of the text. This may follow from the modelled or the shared writing process.

**Guided Writing:** Pupil groups are needs led and are identified through ongoing assessments. The teacher or other adult works with the group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece. Misconceptions, gaps in learning and common errors will be addressed through targeted group work.

**Independent Writing:** Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to

### Stokesay can. (Outcomes.)



Teachers continually assess children's writing. Independent writing is marked daily, with verbal or written feedback given to pupils, explaining how to move their writing forwards. Pupils are an active part of this process, with assessment grids made familiar to pupils throughout their school journey. Writing is moderated internally through book looks and pupil interviews, and externally, with cross-trust writing moderation twice yearly. SLT AND the English Lead conduct frequent book looks, as well as learning walks and formal lesson observations.

#### SEND

Writing is a fully inclusive subject at Stokesay, and we are committed to the Special Educational Needs and Disability Code of Practice. The curriculum is not narrowed for pupils, however how the lesson is delivered is adapted to incorporate the individual needs of those children, such as amending the resources and writing scaffolding. We also offer support through dictation software, additional time to complete written tasks and 'chunking' writing tasks into small, manageable amounts for pupils.

plan, draft, write, edit and publish their work, applying the skills they have learnt throughout the unit of work on that particular genre.

The pupils in KS1 participate in daily phonics sessions following our phonics programme, Bug Club. This supports the teaching of phonics, whilst providing pupils with opportunities to apply their phonics knowledge to both their reading and writing. Children in KS1 are encouraged to rehearse out loud what they want to say, before writing, spelling the words using the graphemes and 'tricky' words that they have been taught. Pupil's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read. As pupils become secure in their phonic knowledge, pupils are provided with more opportunities to write at length in their English lessons.

Writing is taught in blocks which last for 2 to 4 weeks and pupils write a range of text types across the year groups. Children are encouraged to use an extensive range of ambitious vocabulary in their writing and lessons with a vocabulary focus are taught throughout English blocks.

Children practice cursive handwriting weekly, sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly.

Writing at Stokesay Primary School is taught in 4 stages:

Stage 1: The explicit teaching of age-appropriate skills: Pupils work in small groups or pairs exploring literary devices, text type features, grammar and composition and effect. They will demonstrate their understanding and knowledge of the taught skills through and a range of activities. Pupils are encouraged to talk and discuss their ideas and learning, so that the learning is internalized and commitment to their long-term memory.

Stage 2: Planning: Pupils will plan their writing using a range of text type writing frames to organize their ideas such as Story Mountains, mind maps, and a range of skeleton frames. Pupils may work in pairs or independent during this stage generating ideas and talking their ideas through with their partner.

Stage 3: Pupils apply their existing and newly acquired knowledge to the text type being taught. During this stage, the teacher will model how to apply their skills to their writing. The teacher talks through the writing process with the children, highlighting not only the key skills but also the basic skills required to be a competent writing.

Stage 4: Editing: During this stage, the teacher will model to the pupils how to edit and improve their writing. Children are asked to review their 'pink for think' targets that have been identified as areas for improvement by teachers in their pieces of writing.