

English- Writing: Intent, Implementation and Impact



Intent

At Oakmere Primary School, we provide our children with opportunities to write across the curriculum. To ensure this, as a school, we follow the Herts for learning sequence overview, covering the entire English curriculum from Year 1 to Year 6. This long-term plan provides a progression of skills across all year groups and embeds key grammatical skills and techniques to ensure misconceptions are addressed. Through each writing unit, a high quality text is used to inspire the writing process. The overview delivers a carefully planned curriculum, which is progressive by skills and ensures a consistency of writing by placing audience and purpose at the heart of the writing process.

In KS1 and KS2, the children are exposed to narrative writing, poetry and non-fiction writing. These are grouped into four key categories: writing to entertain, inform, persuade and discuss. Carefully selected genres and high quality texts are selected so that children rehearse and build upon prior skills. Consequently, this ensures a progression of grammatical techniques. Opportunities to write at length have been carefully woven across all subject areas. Children are taught to craft their writing for different audiences and purposes.

In EYFS the children are exposed to an array of fiction and non-fiction texts. High quality texts are specially selected to capture children's imaginations and interests. Consequently, this ensures children's eagerness to learn, talk and act out a variety of situations. We focus on developing children's fine motor skills to ensure they are equipped with a solid and comfortable pencil grip ready for writing.

Aims:

Our intention for writing at Oakmere Primary School is for all children to:

- Develop a love of language.
- View mistakes as learning opportunities.
- Master the skills needed to effectively express themselves in writing.
- Build writing stamina.
- Be inspired by high quality texts that they read or hear.
- Draw upon what they have read and adopt a similar authorial tone and style.
- Write with a good awareness of their audience.
- Use discussion in order to learn and clearly explain their understanding.

As well as above, EYFS aim to:

- Develop strong fine motor skills
- Develop a solid pencil grip

- Develop letter formations
- Understand the idea of what a sentence is and how to create one

Implementation

At Oakmere Primary School, we use 'Herts for Learning' units from Y1 to Y6 as the vehicle for teaching writing, while EYFS teach to the Early Years Outcomes and Early Learning Goals. This is to ensure a consistent and systematic approach to teaching the skills of writing across all cohorts. This also means that children know what to expect when they change classes. Teachers are given autonomy to adapt, change and edit the planning suggested in order to suit their cohort and allow room for cross curricular links. Lessons are objective led and planned in response to assessment information from prior learning. Learning is layered, building on the skills expected in each year group, in line with 'National Expectations' in an appropriate way for the audience. Suggested high-quality texts are provided to inspire writing across all units.

At Oakmere Primary School, we have a strong focus on vocabulary. We are aware that the vocabulary deficit that most of our children have, needs to be addressed as a priority. In order to do this, our staff model and expose our children to Tier 2 and Tier 3 vocabulary. To support the teaching of new and adventurous vocabulary, all year groups have access to, and make full use of, the books that are collated by Herts for Learning. This ensures that high quality texts are used; these inspire writing and expose children to rich vocabulary.

At Oakmere Primary school, EYFS have a strong focus on building up the necessary muscles to write successfully. We are aware that this needs to be addressed in the children that we have. To do this, we have regular outdoor play sessions to build up gross motor skills. We have an environment where children are challenged to climb, hang, run, jump and more. We provide small activities each day to develop and hone children's fine motor skills for them to be comfortable and confident with their pens and pencils. We foster a love of reading by sharing a various assortment of books regularly which exposes the children to rich language throughout their time in EYFS.

Impact

The impact of our writing approach can be evaluated through:

- The learning attitudes, engagement and motivation shown by the children.
- Regular checks and judgements are based upon a triangulation of different monitoring and evaluation activities within school. These include work scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning.
- Summative assessment occurs using the Herts for Learning materials and moderating across year groups. The analysis of this is used to identify areas of development and any children who are not making expected progress.
- Marking and feedback provides on-going assessment information. Children are assessed formally at the end of each term, including at the end of each

phase. Ongoing feedback and assessment, which addresses misconceptions and gaps in learning and informs planning, is used to ensure that the curriculum effectively meets the needs of all pupils.

- The confidence our children show to demonstrate the knowledge they have retained over time, as well as their readiness for the next stage in education and for life in the wider world.