

Stukeley Federation – Writing Intent, Implementation & Impact Statement

Vision Statement:

*In our inclusive and happy schools, we make sure **everyone** feels welcomed, valued and valuable.*

Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community.

*Our shared **Christian** values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.*

Core Values:

Respect – Equality, Tolerance, Understanding

Politeness – Thoughtfulness, Appreciation

Friendship – Caring, Sharing, Love

Honesty – Trust, Fairness, Peace

Responsibility - Quality & Excellence, Cooperation

Resilience – Determination, Patience, Hope

Intent:

Our intent for writing is that children will be provided with the skills and the **resilience** to become independent writers. We intend for all children to express their own thoughts and ideas, clearly and creatively in the written word. Children should take **responsibility** for their own work. They should be able to **communicate** their ideas effectively and **confidently** use the skills of grammar, punctuation and spelling.

Our intentions in writing are for children to:

- Write clearly, accurately and coherently
- Adapt their language, vocabulary and style for a range of contexts, purposes and audiences
- See themselves as *real* writers
- Acquire the ability to organise and plan their written work
- Reread, edit and improve their own writing
- Develop a love of writing

Implementation:

To develop resilient writers that are confident and expressive, we will concentrate on the mechanics of writing in the EYFS, Year 1 and into Year 2, and where needed, continue the systematic and rigorous phonics scheme of Read Write Inc into KS2. This provides our children with segmenting and blending skills for spelling, simple structures for writing, as well as opportunities to develop simple grammar skills.

Opportunities for fiction and non-fiction writing will, where possible, be cross curricular, and can be linked to texts that are connected to our class learning for the term. A range of writing genre will be explored. Writing tasks are specific and meaningful and engage children to write for a real-life audience.

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Writing is assessed throughout the year and planned internal moderation takes place.

Spelling will be taught through the No-Nonsense spelling scheme, and spelling lessons will focus on key spelling skills, as well as high frequency words for each year group. 'Red' words will be focus spelling words for children working on Read Write Inc. Spelling will be assessed through the Mastery Analysis Tool Spelling assessments programme (MAT Spelling).

Grammar is taught through Active English sessions, beginning with a simple introduction in EYFS and Year 1, and daily sessions in Year 2 to Year 4. Punctuation and grammar is taught and highlighted through Active English lessons. Year 5 and 6 use Active English to consolidate areas of grammar already covered, where needed. Children follow the National Curriculum to ensure coverage of grammar and punctuation objectives needed to end Key Stage 2.

Handwriting is taught through the Scholastic handwriting scheme; early letter formation will follow the mnemonics from the Read Write Inc. (RWI) scheme. Handwriting is assessed at the end of KS1. In Year 6, children are encouraged to develop their own joined handwriting style.

Children who need additional support receive intervention which is tailored to address their needs.

Impact:

Pupils will make good progress from their own personal starting points. They will write with resilience to ensure their writing is clear and accurate. They will have the confidence and to adapt their language and style for a range of contexts, purposes and audiences. Moreover, they will have a respect for writing, which will equip them for the rest of their education.