Amport CE (Aided) Primary School

COURAGE COMPASSION RESPECT
Intent Statement
ENGLISH: WRITING

INTENT

Spelling

Children become increasingly confident spellers who can write common exception words from memory
Throughout their time at school, children will learn to apply spelling rules appropriate for their age

Children will learn how to use dictionaries and use them to edit their work

IMPLEMENTATION	**IMPACT**
Synthetic Phonics Phonic cards, word lists and dictionaries available High Frequency words/Tricky words displayed in Year R and Key Stage One Teach and use strategies to learn spellings (strategies in spelling books and reading journals) Spelling homework linked to strategies being taught Spellings corrected which should be known to children Spelling evenings for parents Targeted interventions	Children make at least expected progress evidenced through NGST and NFER spelling assessments

INTENT

Handwriting

Children will learn how to write legibly, fluently and with increasing speed	
IMPLEMENTATION Use of cursive handwriting from reception Timetabled handwriting lessons from YR to Yr4 Handwriting interventions including gross and fine motor skills Expectations for each year group identified on handwriting progression document	**IMPACT** Handwriting is neat, legible with correctly formed letters evidenced through work sampling

INTENT **Composition** **Children will learn how to plan, draft and improve their writing, considering purpose and audience.** **They will write a range of narrative and non-narrative pieces.**	
Implementation Early writing opportunities through continuous provision Long term plan has opportunities to write to advise, inform, explain, persuade, discuss, describe and narrate, and includes opportunities for narrative and non- narrative writing Text drivers used to provide rich writing opportunities Use of capture, sift and sort planning format Targeted guided writing. Use of whiteboards to enable targeted support. Use of James Durran planning grids WAIT sheets used to assess and improve writing in KS2 Dedicated time for editing and improving (N.B. children in KS2 will also do independent writing and editing on whiteboards when the teacher thinks it is beneficial)	**Impact** Progress is made at least in line with national expectations and evidenced through work sampling and moderation

INTENT **Vocabulary, grammar and punctuation**

Children will be taught to develop a secure understanding of the concepts set out in English Appendix 2 and use this to make their writing more cohesive and accurate	
Implementation Use of correct terminology throughout school Teaching of vocabulary and grammar is mainly integrated into writing journeys and will often involve whole class and group work There will be some discrete teaching of test type questions and revision of terminology, especially in year six Use of Kilgallon's sentence strategies to improve the children's ability to write sentences which are increasingly accurate and varied Use of retrieval in KS2 at the beginning of each writing session to give children to opportunity to practise their grammar skills Revisiting crucial. Children will need several lessons to understand some of the trickier concepts Guided writing will pick up misconceptions in grammar and punctuation Marking will identify misconceptions in grammar and punctuation	**Impact** Progress is made at least in line with national expectations and evidenced through work sampling and moderation