
Writing Summary

Intent:

Writing is a crucial part of our curriculum at St. Augustine's. By the end of Year Six we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. At St. Augustine's, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

Implementation:

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support to enable children to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. Equally, children requiring extra challenge are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often linked to our class topics. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts. Teachers set each child personalised targets which relate to the Key Performance Indicators (KPI's) specific to their year group to ensure progress and target areas for support.

Feedback and marking is completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

Children learn spellings at home each week and these are tested in school. Spellings are embedded into English lessons in Key Stage 1 and taught as part of a discrete daily SPaG lesson in Key Stage 2. Children who need additional support with spelling receive a variety of interventions which are tailored to address their gaps.

Impact:

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style within a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.