



Writing Intent

Key Purpose

Why is this subject important?

- Writing is an integral part of our whole curriculum. Developing writing skill and finesse enables pupils to understand how powerful and effective the written word can be for communication, information and enjoyment.
- Through writing pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for language.
- Through writing pupils learn to adapt their language and style for a range of contexts, purposes and audiences. A high standard of language and literacy will help to equip them for future employment and experiences.

Key Principles:

What are the distinctive ways of knowing, working and learning in this subject?

- Dennington pupils are actively encouraged to develop as confident, engaging and creative writers. We believe it is important that children see their work as having purpose and that they regard themselves as authors. Opportunities are provided for pupils to develop the skills required for writing for a wide range of different purposes and audiences.
- In writing, children are taught how to select words and apply grammar, punctuation and spelling skills in ways which are interesting and create different effects for the different purposes and audiences. Whilst spelling, punctuation and grammar skills are taught discretely in all classes, the end purpose of these lessons is always for clarity and refinement in writing. "Purple Mash" Spelling programme follows the National Curriculum Spelling guidance and is used from Year 1-6. The "Headstart" Grammar and Punctuation programme leads the pupils through the National Curriculum requirements in this area, using stories to reinforce the learning in a fun way.
- In Early Years all efforts at writing (using a variety of writing implements) are praised and valued, so that children feel excited about being writers. Writing links in with reading skills and the sounds and letters learned are practised and refined, leading onto blending to write words and sentences.
- The journey to a written outcome usually starts with reading high quality, enjoyable examples of a particular genre. It often also involves an experience or area of interest linked to the topic being taught in the term which will inspire writing. These approaches boost the writing outcome for children, developing passion and enjoyment in writing. Teachers model writing with the children, demonstrating how writers experiment and make choices with vocabulary and syntax and then refine and finesse their writing.

- When children write extended pieces, the following are key features of the lesson: children are aware of the learning intentions and agreed success criteria or ‘writing points’; there is a supportive environment in which children are confident and willing to take risks; there is quiet, dedicated time and space for writing.
- Handwriting and Presentation are taught discretely. Pupils are taught to keep letter size consistent and “on the line”, leading through to learning how to join in KS1, practising and refining in LKS2 and onto being expected to join fluently in UKS2. We encourage children to value a high quality presentation of writing in all subjects.

Expectations

What does success look like in this subject?

- Children being able to write, and to find pleasure in writing, to communicate, inform and entertain. Success at Dennington is when the children are so enthusiastic to write that they go beyond and outside of the lesson time to finish or finesse their writing and then are very keen to share that writing with their teachers or another adult or their peers - this happens often!
- Children who can pull together the strands of writing that enable high standards of written literacy.
- Success in pupils achieving at National Expectations or above in writing at each level. Pupils who know their “next steps” to improve their writing and are supported to achieve these.