



WRITING on a page



Intent - why?

For children to want to create and express themselves, inform and record their ideas in a fluent and purposeful way on the page.

- ★ By the end of Year 6, children's writing should be sufficiently fluent and effortless for them to use and apply their writing skills across the curriculum, and into KS3 and beyond - solid foundations.
- ★ A knowledge, understanding and application of National Curriculum spelling words and ambitious vocabulary is paramount for the children to broaden their language skills;
- ★ They should be able to reflect their understanding of the audience for and purpose for their writing by selecting appropriate vocabulary and grammar devices. Most of all, children should be able to use their writing skills as a means to clearly demonstrate their knowledge of the world around them, and communicate their thoughts and feelings about this knowledge.



Implementation - how?

- ★ High quality teaching that is appropriately pitched to the stage.
- ★ Personalised tasks to support children with SEND and to challenge children working at GDS.
- ★ Use a range of quality texts to engage, develop, innovate and express.
- ★ To make writing meaningful and relevant, most writing sequences will have a purpose for writing, creating opportunities for children to share their writing with real audiences, from peer to peer to external audiences.
- ★ Build *cultural capital* of all children by introducing children to a range of classic and contemporary texts. Plus, enrichment activities, outdoors learning, trips and visitors to bring learning to life and moments to remember - the stickability factor.
- ★ Follow the Decision Spelling program in KS2 to support children *to make increasingly accurate spelling decisions*.
- ★ To use Chromebooks to enhance learning for individual research, recording of knowledge and to create their ideas.
- ★ Follow structured sequences so that children are immersed in the process of being an author.
- ★ In each sequence in KS2, the writing journey of a learner will be shared, displayed and reflected on to magpie and document the personal progress and growth as a writer.

Impact - what?

- ★ Children can create a text in the style of a particular genre with and without support.
- ★ They can recall previous knowledge and are prepared for the next stage of their learning.
- ★ Children can articulate their progress in writing across a sequence, due to a clear understanding of excellent examples, and of co-created success criterions.
- ★ Children have a sound understanding of how to adjust and improve their vocabulary, language and composition choices to suit the intended purpose and audience.
- ★ Children can effectively self and peer-evaluate writing, due to a clear understanding of the appropriate vocabulary, grammar and structure.
- ★ Children have an understanding of the power of the written word, and the importance it has in how we communicate with each other, linking with our Character Education ethos.
- ★ Children can read, spell and pronounce national curriculum and topic vocabulary with increasing accuracy.
- ★ Children confidently apply their writing knowledge and skills to other areas of the curriculum.
- ★ Children are empowered and delight in demonstrating/discussing their learning with others, e.g. their personal learning journey and knowledge of grammatical terminology.