

## **Writing Statement of Intent, Implementation and Impact**

### **Intent:**

At Abbey Hey Primary Academy, it is our expectation that every child will leave our school with the skills of a proficient writer who is able to express their thoughts and ideas confidently and creatively through the use of the written word. Throughout their time at Abbey Hey Primary, children develop these skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

Our aim is to create writers who:

- have the ability to write with fluency and develop an author's voice
- can write for a particular purpose and intended audience
- can imitate the language, structure and punctuation devices used in effective writing models
- can think about the impact they want their writing to have on the reader and knows how they will achieve this
- have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description
- can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures
- displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat.
- re-reads, edits and improves their writing so every piece of writing they produce is their very best and even better than the last.

### **Implementation:**

At Abbey Hey Primary Academy, we ensure our writing curriculum allows pupils to develop a strong awareness of the reason for writing, audience, features and tone (RAFT) required to write effectively across a range of genres.

We follow the United Learning Writing long term plans for each year group. These units allow pupils to explore a range of genres and text types and each year the developmental progression of writing will build upon previously taught skills.

Each writing unit follows the same structure, in line with the National Curriculum Framework: planning, drafting and writing and evaluating and editing. The units are progressive, building on pupils' prior knowledge, skills and understanding, whilst introducing new learning in small steps, delivered in line with Rosenshine's Principles.

Outcomes have been carefully selected to allow pupils the opportunity to practise and demonstrate the skills they have been taught during the unit, whilst allowing our writers to publish in a variety of ways to real audiences.

Wherever possible, opportunities for freedom, creativity and choice in purpose, audience and content have been planned in for pupils as they progress through Key Stage One and Two.

Throughout the course of a unit, new skills will be explicitly taught, and pupils will require plenty of opportunity for both guided and independent practice, before applying them in their writing. Writing objectives will also be explicitly reviewed throughout the writing journey, recapping on key grammatical objectives appropriate for specific writing outcomes - it is very important that they are constantly revisited in order to be truly mastered.

### **Impact**

Through our very carefully planned and sequenced writing curriculum, pupils will make good progress from their own personal starting points. The impact on our children is that they have the knowledge and skills to be able to write successfully for a specific purpose and real audience. With the implementation of the writing sequence being established and taught in both key stages, children become more confident writers and have the ability to plan, draft and edit their own work. By the end of Key Stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to maximise the effect on their readers. Most importantly, they will develop a love of writing and be well equipped for the rest of their education in Key Stage 3, 4 and beyond.