

## Writing

### Intent:

At Abbey Hey Primary we endeavour to create a love for literacy. We want every child to leave Abbey Hey Primary with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has 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 to the best of their ability and better than the last.

Throughout their time at Abbey Hey Primary, children develop their 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. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

### Implementation:

Teachers' are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum. Teacher's need to plan the following:

- A medium term literacy overview of the three phases (phase one – immersion in the text; phase two – generate ideas, plan and write; phrase three – proof reading and redrafting);
- A short-term weekly plan that includes the vocabulary to be taught, along with the spelling focus;
- Trips and visiting experts who will stimulate and focus creative writing experiences;
- The publishing of children's writing on Pobble to a wider global audience.

### Impact:

Our Writing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Children can understand and apply the fundamental principles of spelling grammar and punctuation in their writing;
- Children can evaluate, improve and redraft their writing;
- Children are responsible, competent, confident and creative writer's;
- A celebration of learning for each term which demonstrates a progression of learning across the school;
- Children experience the achievement of becoming celebrated published authors';
- Children develop an author's voice;
- Children communicate clearly using accurate grammar, punctuation, handwriting and spelling.
- Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth.