

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:

All teacher will know where their children are by:

- Accurate assessment of children's writing
- On-going formative assessment such as verbal feedback, marking, small group and 1-to-1 support
- Children's evaluation, improvement and redrafting of their writing

All teachers know where their children should be by:

- Attending continuous CPD for all teaching staff
- Having a good understanding of year group expectations and good understanding of year group progression in writing
- Being provided with an additional three planning days per year in addition to their PPA, to plan their writing 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; phase three – proof reading and redrafting)
 - A short-term weekly plan that includes the vocabulary to be taught, along with the spelling focus

All teacher will know how to improve children's progress by:

- Ensuring the writing curriculum is exciting, engaging and accessible for all
- Providing trips and visiting experts who will stimulate and focus creative writing experiences
- Making writing purposeful by publishing writing or by writing for a particular audience

- Celebrating learning for each term which demonstrates a progression of learning across the school
- Enabling children to experience the achievement of becoming celebrated published authors
- Providing appropriate, high quality small group or 1-to-1 interventions where needed
- Encouraging home-school link through writing opportunities at home (such as Spelling Shed and LetterJoin)