

**ST JOHN’S GREEN PRIMARY SCHOOL**

**WRITING INTENT, IMPLEMENTATION AND IMPACT STATEMENT**

**Intent**

At St John’s Green Primary School, we believe that writing is a key skill for life both inside and out of education. Our aim is to provide children with key transferrable writing skills to build on year on year, that can be used throughout each phase of their education and prepare them for secondary school.

Teaching children to write for a range of purposes and audiences can be very exciting, especially here at St. John’s Green, where we provide children with a range of engaging hooks to capture their imagination! We use our **Road to Writing** approach from EYFS up to Year 6, with an aim to provide the children with varied reasons for writing. We believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts. Writing across all subject areas will prepare our children for secondary school, and the more in-depth approach to analysing, planning and innovating their writing.

Vocabulary and reference points are prioritised in our writing curriculum in order to build vocabulary for all learners and increase understanding of trickier texts used across our curriculum. Discussion, questioning and learning key features of a range of texts, all increase understanding and prepare our children with the tools they need in order to be successful in their writing. Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

**Implementation**

Children receive at least one hour of Literacy a day, and we call this their ***Road to Writing*** lessons. In these sessions, the children are exposed to age-related expectations for writing within a range of texts. The use of RUBRICs and Success Criteria for different text types, show children our expectations of writing and this also gives them ownership of their own progress. All classes use the ***Road to Writing*** structure, to develop their writing skills throughout a sequence of lessons, within a unit. We also know the importance of oracy – this means discussion, questioning, imitating and learning texts, or part of texts, that are rich with key skills. Vocabulary is so important, therefore we have a ***Word of the Day*** in every lesson, every day. The children then practise pronouncing the word, understanding its origin and its word class. Children are exposed to exemplar sentences and they have opportunities to verbalise and/or write their own sentences. In their written work, the children highlight their *Word of the Days* in yellow, to showcase their use and understanding of a range of vocabulary.

The use of a WAGOLL is used as an example of how to be successful at the start of each *Road to Writing*. This provides children with an end goal. Children are encouraged to use this as a structure and to identify key features of a particular genre or text type. Teachers ensure that the standard of writing in the WAGOLL reflects the age-related outcomes for each specific year group.

St. John’s Green School intends to develop writing as a transferrable skill across all subjects taught in the curriculum. We therefore aim to immerse children in Foundation subjects where appropriate, and encourage cross-curricular links. Our aim is to provide engaging writing hooks that are linked, to give children an audience and purpose for writing.

Children are encouraged to deconstruct texts and identify key features for specific genres of writing. Teachers model the practising of these skills and children then apply them to their own writing. This ability to identify specific features we believe is a key skill across both reading and writing and will improve comprehension in children. We use our own ‘Hammer the Grammar’ programme to teach grammatical features in the written word. This is a progressional programme which is delivered using a school-made PowerPoint from Year 2- Year 6.

St. John’s Green Primary School ensures that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Teachers give whole class feedback, highlight RUBRICs, children write their own targets after their Cold Tasks and they reflect on their Hot Tasks (final pieces) in books, after teachers’ marking, to ensure that they know exactly what they need to do next to make progress. Children are also encouraged to respond and edit their writing, using Purple Polishing Pens. We ensure that ALL learners are given next steps and that scaffolds and challenges are put in place for those children working below or above age-related outcomes.

Children who are identified as not achieving age-related outcomes and/or those on the SEN register may be assessed against the outcomes for the year group below. Daily interventions/support may be put in place in order to accelerate writing skills in this case. The nature of the intervention will be decided by the teacher and the SENDCO. Support in class may include small group work with an adult during lessons to model key skills, scaffolds created by the teacher to assist with completion of work and word banks/sentence openers provided to assist the child when writing.

**Impact**

Assessment in writing is ongoing as teachers carry out in-depth assessment of children’s writing at the end of each RTW unit, and highlight the age-related outcomes that have been achieved on the RUBRICs.

Children are tested weekly on spellings, termly on grammar and punctuation knowledge (NFER assessments) and this data is used to inform next steps for writing and Action Plans for classes.

Target Tracker is used to analyse gaps in children’s knowledge and gain an overview of specific groups of children across school.

Progress across classes is closely monitored by the Teaching and Learning Lead, SLT and Team Leaders. Monitoring will include: regular book looks, gathering evidence of good practice, pupil voice interviews, looking at data on Target Tracker and regular learning walks.

The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.