



Writing Intent, Implementation and Impact statement

At Holmesdale we strive to create an environment that will promote both reading and writing. We aim to develop the children's writing skills so that they are able to produce well structured, detailed writing for different purposes. Fundamentally the writing process starts in Reception with mark making. As children's phonic knowledge and fine motor skills develop, they start making letter strings. Next children move onto spelling simple CVC words using either the initial and/or end sounds. The whole writing process is underpinned by phonics; children connect the sounds they can hear with the letter it makes. Children crucially need to be able to orally segment and blend words first in order to aid them in writing. At Holmesdale, we provide many opportunities for oral blending and segmenting throughout the day, not just in phonics or writing sessions. These skills are then practised and refined throughout Key Stage 1, with children becoming more confident in spelling many words automatically as well as being able to spell tricky and high frequency words. Our approach to teaching writing for different purposes covers the transcription and composition requirements of the National Curriculum and we adapt the plans to suit the needs, abilities and interests of our children ensuring that all children access all lessons. We provide children with a balance of fiction, non-fiction and poetry writing opportunities and make meaningful cross-curricular links wherever possible. The genres taught are planned around the topic for that term and linked to the long-term plan; this ensures children continue to write for different purposes throughout their time at Holmesdale. In order to ensure that all pupils become confident writers, teachers carefully plan well sequenced lessons, which include high quality modelling, they teach children the key features associated with the genre as well as the linked grammar content. These are carefully mapped out in order to make sure that skills are built upon each year and children make progress. Throughout the whole writing process children are continually encouraged to use their own ideas and imaginations.

Intent

- To assist children to write with confidence, fluency and understanding and develop their ability to self-monitor and correct.
- To provide a range of text types and genres to teach children to write in a variety of styles and for different purposes.
- To promote an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- To enable children to understand and use different grammar and punctuation correctly and effectively.
- To promote and encourage children's imagination and inventiveness.
- To provide all learners opportunities to write and access to the writing curriculum regardless of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation.



Implementation

- To plan carefully sequenced lessons for each genre and promote the use of writing across the curriculum.
- To provide access to quality first teaching which is engaging and purposeful and ensure teachers have high aspirations of every pupil.
- To incorporate speaking and listening National Curriculum objectives into planning to ensure full coverage of the English Curriculum and provide a range of opportunities to demonstrate their skills.
- To provide GaPS lessons related to the genre of work being taught and ensure this progresses through each year group.
- To plan well-structured lessons which build upon previous knowledge and understanding and have a clear progression, structure and outcome.
- To carefully monitor and evaluate all children's work so that all children make progress and reach (or exceed) their full potential and to identify early those children who may be struggling with writing and put in the necessary additional support to help them.

Impact

- Children become lifelong writers and story tellers.
- Children are able to express their ideas, feelings and understanding through writing.
- Children are able to write confidently for a variety of different purposes across the curriculum and will continue to increase in resilience and independence when writing.
- Children have a key understanding of different genres and their features.
- All children will make progress in their writing regardless of their starting point including children with SEND who will develop their skills and knowledge of writing to prepare them for the next stage of their education.