

Intent

At Winthorpe, we aim to inspire an enthusiasm for all aspects of English and ensure our children are **happy** and **healthy** at school. The children will be provided with a wide range of opportunities and experiences to encourage **confidence** and **curiosity** and to enthuse their writing. They will explore a variety of genres within 4 purposes of writing – to entertain, inform, persuade and discuss.

Upon leaving Winthorpe Primary School, we want the children to have an ability to adapt their writing to suit the purpose in which they are writing for; preparing them for the world outside of the classroom and create **respectful** and **understanding** children. This includes a variety of skills, such as:

- Being able to use texts that they read as models for their own writing – analysing structure, vocabulary and form
- Drawing upon rich and varied vocabulary and choosing certain words for different purposes and understanding the impact they have
- Creating texts with a clear, organised and purposeful structure
- Planning, drafting and editing their work to maximise impact
- Ensuring that spelling and grammar is of a high standard
- Developing their own style of legible, joined up handwriting

We pride ourselves in ensuring children are exposed to a variety of engaging and immersive topics wherein they are also exposed to a wide range of texts that are rich in both vocabulary and content. These are chosen to both stimulate and challenge to ensure our children are always **hardworking** and **ambitious**, leading to high-quality writing. The planning of these termly topics also allow opportunities for the children to apply their writing skills within other subjects across the curriculum.

Implementation

Long-term plans are designed to ensure all children are provided with exciting and engaging opportunities through **topic-based, cross-curricular learning** that inspire their writing. These plans focus on **4 writing purposes**. Instead of moving between different text types, we focus on what those types have in common. We use 4 main purposes for writing across KS1 and KS2, with slightly different weightings for each year group.

Writing to: **entertain**, **inform**, **persuade** and **discuss**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2						
Year 3/4						
Year 5/6						

Within each half term, teachers plan a variety of sequences that lead up to a final, **extended piece of writing**. Each sequence of lessons allows time for the children to investigate appropriate vocabulary, unpick high quality examples, create plans and write collaboratively with peers. Each sequence will also focus on different key **punctuation and grammar objectives**. These skills are embedded into the children's learning and are taught both discretely and by giving opportunities for the children to apply them within their writing. During the writing process, children in Year 1 to Year 6 are taught an increasing variation of **planning, drafting and editing** techniques as they become more secure with the process.

All year groups have discrete **handwriting sessions**:

EYFS – letter formation

Year 1 – letter formation and application in words

Year 2 – Joining of certain letters and application in words

Year 3 and 4 – Joining letters and application in words and sentences

Year 5 and 6 – Joined up handwriting with words and sentences

Whole school writing days take place 3 times a year to provide more exciting and engaging opportunities for writing and to give the children the chance to showcase what they are capable of.

Impact

Writing is assessed using a combination of formative and summative assessments. Continual formative assessment takes place within day-to-day lessons and clear success criteria is used to enable children to evaluate and assess their own writing; increasing with age and ability. Children begin to develop their independence with this and use their drafting and editing skills to maximise effectiveness.

Teacher assessments are completed every term against National Curriculum objectives and evidence from all areas of the curriculum are used to support judgements. Whole school writing days are organised to fall in line with end of term assessments and these pieces of work are also used for teacher assessments and for moderation purposes across the school.

End of term teacher assessments are used to track progress and to identify gaps, enabling teachers to adapt future planning where appropriate. Where necessary, interventions can then be put in place and progress is continually being analysed and interventions reviewed.

Quality first teaching is essential in improving outcomes in writing and in response to monitoring (including planning, books, lessons, moderations) areas for development are identified and developed.

At the end of both Key Stage 1 and Key Stage 2, teachers submit statutory assessments based on the frameworks produced by the DfE. Every year moderation takes place at a school level and on a 4-year cycle, these assessments are moderated by the Local Authority.