



Pegswood Primary School

Writing

Intention – Why?

- To nurture an existing interest and growing enthusiasm for expressing themselves through writing.
- To be inspired by a wide range of genres that model writing features at each stage of their writing development.
- To find enjoyment in writing, both independently and collaboratively, in order to fulfil their potential as lifelong writers.
- To provide creative, diverse, inspirational and exciting writing opportunities in order to challenge, provoke thought and extend learning opportunities.
- To become competent and confident writers that take pride in their presentation.
- To broaden their understanding of the world through diverse and inclusive model texts; supporting them to become considerate individuals.

Implementation – How?

- Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish and become the very best version of themselves.
- We teach the National Curriculum, supported by a strong foundation of Phonics, ECAT and Book Talk in the Early Years and then moving to robust and engaging lessons through Hamilton Trust in Key Stage 1. This adaptable scheme is enhanced by Wordsmith, Literacy Shed and Grammarsaurus elements across Key Stage 2; allowing for clear skills and knowledge progression through high quality text modelling and book links.
- Bug Club Phonics in the Early Years and Key Stage 1, develops into Bug Club Rapid Phonics in Key Stage 2. In addition, Bug Club Comprehension in Key Stage 2 provides development of skills and Bug Club Independent allows for those skills to be implemented with more depth.
- Key skills are revisited repeatedly with increasing complexity, allowing pupils to revise and build on previous learning.
- An exciting text based writing curriculum provides engaging literature lessons that ensure National Curriculum objectives are met whilst exposing children to a wide range of genres.
- Children's exposure to important vocabulary and language is extended through shared texts and topic based vocabulary displayed in classrooms.
- Regular online spelling practice is encouraged through timetabled sessions and homework using exciting and competitive platforms Spelling Shed and Ed Shed.
- In order to celebrate the progress of individual writers, a half termly piece of written work is produced in a writing portfolio, which provides visible evidence of writing progress from one year to the next. Writing portfolio's move to the next year group with the child.
- Children's writing experiences are enhanced by working with local authors, libraries and bookshops.
- Support for teachers own subject knowledge is provided through expert advice from Pearson's (Phonics Scheme Provider) Launchpad for Literacy and modelled examples by Grammarsaurus.

Impact – Wow!

- As we believe that writing is essential to all learning across the curriculum, we give children the opportunity to write with enthusiasm and imagination as much as possible and across all areas of the curriculum for a variety of purposes and audiences.
- Teachers give regular verbal feedback about children's writing and complete assessments at the end of each unit – allowing children to see where they have been successful (in line with the expectations for each genre) and understand target areas for future writing.
- Grammar skills are embedded into the teaching of each unit, with additional revision and support provided through stand-alone SPaG lessons.
- Children feel encouraged and supported on their writing journeys and are becoming more confident when planning, drafting and editing their own work.
- Standards are raised and maintained through a curriculum immersed in literature as well as frequent modelling and revision opportunities.