

English - Writing

Intent, Implementation and Impact Statement

Intent:

At the Duke of Bedford Primary School we believe that every child should leave our school with the skills they need to communicate confidently in written form. We understand the role that reading plays in developing children's writing therefore our English curriculum is based around quality texts to ensure that children are exposed to ambitious vocabulary and inspiring ideas.

Implementation:

We follow the Read to Write schemes of work for our English lessons which bases writing on core vehicle texts to inspire and enthuse a range of writing genres. Each half term children produce a narrative and non-fiction piece of writing as well as having many opportunities for incidental writes such as poetry. Our units of work focus on the audience and purpose of the text. From here children focus on exploring and developing vocabulary, and consider the authors intent behind word and phrase choices. The children will explore an example text and the grammatical features that help make it successful, before reaching the stages of planning, writing and editing their own text.

It is important that our children are proud of their writing and so we have a high expectation for presentation and handwriting. Children in Reception develop letter formation following the Little Wandle Phonics Programme. From there, handwriting is developed using the 'Letterjoin' scheme that develops correct letter formation in Year 1 and goes on to introduce joined handwriting in Year 2.

Impact:

Our learners are inspired by the wealth of books that they read to write texts that are creative and imaginative. Writers at the Duke of Bedford can successfully write to narrate, inform and persuade. They use rich and varied vocabulary that is chosen specifically for the audience and purpose of the text.

Each end of unit write is assessed against year group specific expectations. This allows teachers to identify strengths and weakness in their children's writing and plan the next unit of work with specific emphasis on areas that the children need to develop to achieve age related expectation.

Regular moderation of writing within school, with other schools and on local authority moderation meetings ensures that teachers are making secure judgements against children's independent writing.