

Intent, Implementation and Impact in Writing at SIJS



Intent	Implementation	Impact
For pupils to be able to write, spell and speak at age- appropriate levels and following age-related expectations. For pupils to be exposed to a variety of literature, genres and authors. For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required. For pupils to write daily. For pupils to be confident when writing, fluently and with good understanding. For pupils to develop an understanding of grammar and punctuation and to acquire a wide vocabulary and to use these appropriately. For pupils to acquire strategies to enable them to become independent learners in English (spelling rules, patterns and etymology). For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates. For pupils to take pride in their writing, to use the Perfect Presentation policy and present their work to a high standard.	All pupils to receive a daily writing lesson. To create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils. For pupils in lower KS2 (Year 3 and 4) to have daily phonics sessions, following Read Write Inc. To use the Spelling Shed scheme and the structure of: <i>Revise, Introduce, Teach, Apply, Investigate</i> delivering daily spelling sessions. Letter join handwriting scheme used to teach cursive, fluent handwriting. Spelling words shared on Spelling Shed where they can be practiced online using the spelling shed website and games. Spelling will be tested each Friday. Pupils to use 'talk for writing' to discuss and rehearse ideas with each other prior to writing. Working Walls – all classes to have an English display to aid pupils and guide them through the SIJS sequence of writing. Vocabulary – displays in class, all curriculum areas, to have vocabulary displayed and vocabulary mats to be used either on tables, on board or wall. Thesauruses, dictionaries and	Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences. Pupils are proud of their writing. Pupils know that others value their writing; they see it on display, used as examples of good writing (WAGOLLS), on display, made into class books, shared on Seesaw with their families etc. Skills progress (grammar and punctuation) throughout the school is evident in children's books. Pupils are being adventurous with vocabulary choices. Writing across the curriculum is the same standard as in English lessons There is evidence of a clear teaching sequence in books; 1. reading and responding phase 2. reading and analysis phase 3. gathering content phase 4. planning 5. writing phase 6. scaffolded outcome 7. independent outcome A range of genres are taught across the school (progressing in difficulty) resulting in pupils being

All children, including the most disadvantaged pupils, the most able pupils and pupils with SEND receive the same challenge within the same broad curriculum. All assessment is used as a tool for further development of knowledge and skills	iPads or Chromebooks to be easily accessible for pupils to use. Units of work to be planned that follow the teaching sequence for writing. Write for life document used by teachers and pupils to share expectations, progression and for assessment Short writing opportunities to be planned for and at least one longer independent writing task in each unit of work. Teachers to plan different writing styles into other curriculum areas. Learning to be differentiated as required and needed. Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English. Grammar and Punctuation to be taught alongside the Units of Work, including as starters to lessons. Teachers and TAs model planning writing, writing and handwriting. Teachers read out loud daily to their class at the end of every day Editing and proofreading skills are modelled by adults and used by the children Displays of writing to encourage pride in work,	exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts. Next steps marking provides positive support and directs the pupil on their next steps to improve their writing. Pupils respond to feedback. Pupils use classroom resources to support their learning. Pupils presentation is of a high standard through following the school's handwriting and presentation policy Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made. Teachers track pupils' progress each half term in Reading and Writing. This informs planning and any intervention needed. Nfer tests in Reading and Spelling, Punctuation and Grammar are used in Year 3, 4 and 5 (the classes that do not do SATs) in March and June, and practice tests are used in Y6 throughout the year. Baseline assessments done in Y3 and Year 6 in October using previous year's SATs papers. Pupil progress meetings with Headteacher and teachers each term ensure different groups and individual progress is monitored and interventions organised to support progress. Intervention sessions enable a greater proportion of pupils to be on track to meet year group
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	give a purpose and audience and to show that work is valued. Perfect Presentation policy to be used and staff to follow the school's handwriting policy. To encourage and promote enjoyment in reading and writing events take place often throughout the year. These include: parent workshops, World Book Day, assemblies led by English lead, visitors to assemblies, author/poet visits, Book Fairs and The Hive club in the morning and after school. All lessons contain levels of challenge linked to the learning objective and all children access an age- appropriate curriculum. Teachers check pupils' understanding effectively through regular 'learning sweeps' and 'pit stops' (used to identify and correct misconceptions and to inform future teaching). Teachers use assessment and responsive teaching to help pupils embed and use knowledge fluently.	expectations or in the case of those working significantly below expectations to make better than expected progress. Subject leader provides a SEF and an action plan for the subject and addresses areas for development and improvement annually. Subject leader does two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. Standards being met at the end of KS2, broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and English Action Plan Children of all abilities achieve in all lessons. The most disadvantaged children and children with SEND are given the knowledge and cultural capital they need to succeed in life. All children are taught a broad, rich curriculum and still achieve success in examinations and tests. Children embed knowledge and use it fluently. Teachers produce clear next steps for children. Children know the goal, the end point for their learning and how the knowledge and skills taught in each lesson will help them get there.
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