



Writing



Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
<p>All pupils:</p> <ul style="list-style-type: none"> • Use the correct pencil grip from the start. • Form each grapheme correctly to reinforce GPC. • Practise letter formation until it becomes automatic. • Learn to join their handwriting to enable fluid, fast transcription. • Learn to segment words to spell. • Spell tricky words with confidence. <ul style="list-style-type: none"> • Are supported to write sentences that are appropriate to their stage. • Use appropriate punctuation with understanding and accuracy. • Are provided with varied and interesting experiences that encourage them to use and apply their writing skills across the curriculum. • Develop their language comprehension through the explicit teaching of vocabulary and use adventurous, ambitious language in their writing. • Are confident to write independently. • Analyse, edit and improve their own writing 	<p>All pupils:</p> <ul style="list-style-type: none"> • Develop fine motor control through carefully planned activities. • Practise forming the new grapheme whilst verbalising the phoneme to reinforce GPC. • Repeat and review graphemes previously learnt to reinforce prior learning. • Regularly practise handwriting outside Read Write Inc. sessions using the Letter Join resources. • Use 'Fred Fingers' to segment words to spell. • Practise spelling 'tricky Red Words' and common exception words by focusing on the unusual grapheme. • Are taught spelling words using spelling rules (as stated in the N.C.) • Are taught to hold a sentence in their head before writing it down. • Orally rehearse sentences before writing. • Are engaged in Storytelling sessions that provide stimulus for writing. Story maps are used to support writing. Stories are internalised, imitated, innovated and invented using the Talk for Writing approach. • Practise punctuating their work and are taught how to use different punctuation to add clarity and interest to their written work. • Can proof-read, edit and make corrections to their own writing. • Pupil progress is carefully monitored though termly data analysis using our tracking system. • Half termly Independent writing tasks are used as part of this assessment and to set pupil targets. • Termly pupil progress meetings monitor the progress of all pupils 	<p>All pupils:</p> <ul style="list-style-type: none"> • Have accurate, automatic skills of transcription enabling them to write quickly and confidently. • Are able to write cursorily and coherently using a pen. • Have the experiences, story knowledge and language comprehension to write with creativity. • Can write with confidence and enthusiasm in activities across the curriculum and for different purposes. • Have a wide vocabulary and use adventurous and ambitious language in written work. • Can use the correct tense when speaking and writing. • Can use punctuation effectively. • Can write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • Have a good understanding of grammar • Enjoy writing <p>Data Impact:</p> <ul style="list-style-type: none"> • Children's progress is tracked using tracking system and the assessment frameworks. Any areas of development will have been identified • End of Key Stage 1 and KS2 attainment data for the expected standard is in line with or above national standards. • The percentage of pupils achieving the expected standard in the ELG for writing and GLD is in line or above national standards