

Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Pyrford, writing is at the heart of the curriculum and we encourage our pupils to apply their knowledge of writing skills across all curriculum subjects.</p> <p>By the end of Year 6, our goal is for all children to leave primary school with a love of writing and with the ability to express their thoughts and ideas clearly and creatively through the written word. In order for children to see themselves as successful writers, they need to be involved in writing for a real purpose, a range of genres and for different audiences.</p> <p>We also intend to create writers who can re-read, edit and improve their own writing, and confidently use the essential skills of grammar, punctuation and spelling.</p>	<p>At Pyrford, writing is a vital part of our curriculum and is an integral part of all of our lessons.</p> <p>We use an engaging text based English curriculum to engage children with writing throughout the whole school. (Please see the English overview for more information about the range of texts and genres covered across our school). Our high-quality texts are chosen from the Power of Reading scheme then Year 2-6 follow a 3-week planning structure to deliver high-quality lessons around their chosen text. Year 1 follow an adapted 2-week structure of the planning cycle from the Spring term. They use some of the whole school writing techniques in the Autumn term.</p> <p>Our 3-week planning cycle has a focus each week:</p> <ul style="list-style-type: none"> ➤ Week 1 – Immersion: There is always an emphasis on immersion at the start of the pupil’s writing journey. We use elements of drama, art, hooks, book talk etc within our English lessons to fully engage our pupils. ➤ Week 2 – Skills: Within week 2, there is a focus on the grammar and punctuation skills that have been chosen specifically to enhance the pupil’s independent writing. The skills the pupils learn will be applied through sentence work linked to the chosen text they are studying. The pupils will also plan for their independent writing within week two of the cycle. ➤ Week 3 – Application: Using all of the skills learnt within the cycle so far, the pupils will then write independently, after analysing the teacher’s ‘WAGOLL’ (What a Good One Looks Like). This is a high-quality piece of writing modelled by the teacher to support pupils with their own independent writing. The pupils in KS2 use ‘Targets for Success’ with each final piece of writing and are taught to edit and improve their writing using editing stations. Once edited, the pupils will publish their writing. ➤ Writing in EYFS: Writing is taught through shared reading, using picture books and high-quality Power of Reading texts. The children also write daily in their 	<p>The main intended impact of our delivery of writing is that all pupils understand how to write for a range of purposes and audience, in a range of genres (including fiction, non-fiction and poetry) and become confident and effective communicators. In addition to this, most pupils at Pyrford will not only achieve the age appropriate standard at the end of Key Stage 2, but will also be enabled to:</p> <ul style="list-style-type: none"> ➤ Write with confidence, clarity and imagination. ➤ Understand and apply their knowledge of phonics, grammar and spelling accurately. ➤ Plan, write and edit their own work, and learn how to self and peer. assess against the success criteria ➤ Develop a technical vocabulary to understand and use within their writing. ➤ Develop their imagination, creativity and expressive language. <p>We also aim to ensure that our pupils are proud of their writing and have opportunity to see it on display and shared with others in the school and with their families.</p>

phonics lessons which provides them with the toolkit they need to apply skills within their own independent writing.

- **Poetry** – This year, a new poetry structure will be implemented in Year 1-6. This will follow a 2-week cycle of immersion, learning poetry techniques, planning and performing poetry.

How does school measure impact?

- Assessment in writing is ongoing as teachers carry out assessment of children's writing at the end of each half term.
- Children are tested termly on spelling, grammar and punctuation knowledge (Rising Stars Assessments) and this data is used to inform next steps for writing.
- FFT Aspire is used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school.
- Monitoring will take place throughout the year by the Subject Leader through monitoring books, learning walks, monitoring planning and pupil voice interviews.
- The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.