

## Intent, Implementation and Impact of Writing at CJS



### Intent: our Aims for Writing at Chandag Junior School

Writing is a crucial part of our curriculum. We intend for our children to become confident, competent writers who are able to write for a range of purposes, including expressing themselves creatively. We want our children to develop wide vocabularies that they can use precisely in their writing, and to draw on their reading to inspire their own ideas. We expect our children to develop the essential skills of grammar, punctuation and spelling in order to write coherently, and to be able to edit and improve their own writing. At Chandag Juniors we set high expectations for our children to take pride in their work through use of a fluent, cursive handwriting style. We want our children to feel enthusiastic and positive about writing.



# Implementation: How we Teaching Writing at Chandag Junior School










## Writing Lessons

Each term, our children are taught a fiction and non-fiction unit of writing, and over the year we complete two poetry units. Our units are carefully mapped out to ensure a range of genres are taught, and to ensure that our children can accomplish our Trust's Key Performance Indicators (KPIs).

One unit per term is taught using The Write Stuff methodology. During these units, the children have a series of 'sentence stacking' sessions where they are taught to write a piece sentence by sentence. As each sentence is written, children are explicitly taught about syntax, grammar, punctuation as well as making varied and precise vocabulary choices through 'thesaurus thinking'. The other termly unit is taught through unpicking a model text, discrete teaching of the grammar and punctuation required for the text type and then constructing own versions of the text type. Much of our writing links to other curriculum areas and widens and deepens wider curriculum knowledge as well as developing writing skills.

At the end of each unit, the children create an independent piece of writing. They are taught how to edit and improve this, and these pieces are used to assess children's progress and inform future teaching.

Regularly, children publish their completed, edited pieces of writing in their Best Books. Each child begins their Best Book in Year 3 and takes it with them through to Year 6. These books encourage pride in writing.

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|  |  |  |  |  |  |  |  |  |
| Feelings  | Asking<br>(dialogue)  | Noticing  | Touching  | Action  | Smelling  | Tasting   | Imagining   | Checking<br>(hearing)   |

## Handwriting

Children develop fluent, cursive handwriting through regular short sessions where teachers model a consistent style. During these sessions, children practise letter formation, letter size and joining letters.



## Spelling, Punctuation and Grammar

Spelling, punctuation and grammar are taught in context during writing sessions.

Each week, we have a spelling lesson where we look at a spelling pattern or rule. This lesson launches a new set of spellings to learn at home using Spelling Shed. Children are tested on these spellings each Friday in school. We have regular, short Spelling, Punctuation and Grammar activities (Keepy-Uppy SPaG) at the start of writing sessions to help children retain knowledge and terminology.



## Word of the Week

We seize every opportunity to widen our children's vocabularies. Every week, we learn a new word and its definition. Words chosen are appropriate for use in the week's writing and we encourage children to try to use this word in their writing.

## Impact

- Children talk positively and with enthusiasm about their writing.
- Children apply the rules of grammar, punctuation and spelling to write coherently.
- Children have a wide vocabulary which they can use precisely.
- Children take pride in their writing and write with a consistent, fluent, cursive style.

We measure impact through regular monitoring: learning walks, book scrutinies, formative and summative data. We hold Pupil Progress Meetings three times a year to evaluate pupils' learning and make necessary adjustments and improvements to our practice.