**Sherdley Primary School**

Our Intent, Implementation and Impact statement for English Writing

Writing Intent

At Sherdley Primary School we want all pupils to be enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. We aim to develop pupils who have the stamina and ability to write at the age expected standard and who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education.

We believe that children need to develop a secure knowledge base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We believe that a quality English curriculum should develop children’s love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often, “magpieing” the skills of quality authors. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.

Writing Implementation

Writing: We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including texts, film and imagery, modelled and shared writing, peer and self-editing and discussion. We encourage our pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children’s writing to be published and read by real audiences.

Handwriting is an expectation at our school, with our youngest children learning pre-cursive script in Reception. This is built upon across Key Stages One and Two with discretely taught handwriting sessions where appropriate. It is expected that by the end of Year 4, all children will be able to write using a correctly sized, formed and legible cursive style.

Spellings are taught across Key Stages One and Two. In Key Stage One, spellings sent home are related to the phonics which the pupils are learning each week. In Key Stage Two, the spellings learnt relate to the spelling rules for each year group required by the National Curriculum. The pupils are also expected to learn the Year 3 & 4 and Year 5 & 6 spelling words.

Writing Impact

Pupils will make good progress from their own personal starting points. By the end of Year 6 they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.