



## Writing

### Intent, Implementation and Impact

#### Intent

Our aim at Burlington Junior School is to encourage children to be independent writers for a range of audiences and purposes across different text types. Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality, challenging texts.

#### Implementation

Spelling is an important skill both in and out of school. Spelling rules are explicitly taught in the classrooms as part of dictated sentences and through modelled and shared writing. There is an expectation that children will spend time at home learning their spellings.

Writing is evident in every aspect of our curriculum and varying text types are taught throughout the school. The objectives of the National Curriculum are closely followed to ensure that the skills learnt in spelling, punctuation and grammar are embedded and transferred into writing. Lessons are carefully planned so that skills are taught, embedded, revisited and then developed in a sequential way which promotes learning and retention of knowledge and skills. 'Talk for Writing' strategies are used throughout the school to support the teaching of writing. Fiction writing is modelled on challenging class texts which are studied in guided reading sessions, strengthening the link between reading and writing. Pupils are given a language rich curriculum and are encouraged and shown how to effectively use interesting and adventurous language in their writing.

We expect and encourage children to present their work neatly so Handwriting and fine motor skills are taught throughout the school. Pupils are expected to start using a joined script in Year 3 and continue to develop this into Year 4, 5 and 6.

#### Impact

Writing assessment is ongoing throughout every lesson and cross curricular themes to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils are given detailed feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing. A tracker based on National Curriculum objectives is used to inform teachers and leaders of the skills and knowledge the pupils have achieved or need to improve further. School improvement leaders closely monitor all pupil's books and hold individual termly meetings with all teachers to assess every individual child's learning needs and progress. In addition, pupil voice is used to enable leaders to assess the impact of writing across the curriculum.