



Writing Intent

Our aim at Burlington Junior School is to encourage children to be independent writers who write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality, challenging texts. We intend to provide a high quality education in English and teach children to speak and write fluently so that they can communicate their ideas and emotions to others. Children are taught to use discussion and to elaborate their understanding and ideas using varied and rich language. They are provided with opportunities to develop speaking and listening skills.

Our Writing curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'all the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' To supplement and enhance the National Curriculum objectives 'Talk for Writing' strategies are implemented throughout the school.

To ensure that pupils develop a secure knowledge that they can build on, our Writing curriculum is organised into a progression model that outlines the skills and knowledge to be taught in a sequentially coherent way. Spelling, punctuation, grammar and genre types are all mapped out to ensure that pupils build on secure prior knowledge.

A Writing overview is carefully organised for each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail by each year group in a short term plan. Narrative 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. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

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. A narrative progression document clearly details the age appropriate skills needed for each key focus in every year group.

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.

How is our intent implemented in the classroom?

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Talk for writing strategies are used to scaffold and support learning. Detailed model texts are used with the children in the imitation and innovation



Writing Intent

phases to scaffold learning for all children. Modelled and shared writing support all children to succeed in writing and demonstrate the key skills and knowledge required for each genre covered.

Spelling rules are explicitly taught in the classrooms on a daily basis and are applied throughout modelled and shared writing.

Consistent 'washing lines' displaying previous writing knowledge and skills in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on these lines along with key facts, toolkits, an always list and model exemplars of the work being taught.

Writing assessment is ongoing throughout every lesson and at the beginning and end of a phase through 'hot and cold writes' which help the teachers with their planning, lesson activities, targeted pupil support and enables appropriate challenge to be planned for 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. An objective 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.

Our writers will be given a variety of experiences, both in and out of the classroom, where they are able to create memorable learning opportunities to further support and develop their understanding and vocabulary.

What is the impact?

At Burlington Junior School the end of Key Stage Two National testing outcomes demonstrates the improved and high quality of children's writing.

'Pupil voice' shows that pupils are confident and able to talk about what they have learnt in writing using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy writing and are able to recall their learning over time. Pupils' work demonstrates that writing is taught at an age appropriate standard across each year group, with sufficient challenge and opportunities for pupils working at greater depth. Work is of a good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.