



Writing Intent, Implementation and Impact Statement

Intent:

At Court Lane Infant Academy, we believe that children should receive a high-quality education in English. We intend that all pupils develop a love and a true interest for English so that they can communicate their thoughts, ideas and emotions effectively. All pupils at Court Lane Infant Academy should acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. This will equip them with a strong command of spoken language and written word.

The acquisition of language skills is of the utmost importance to us here at Court Lane and therefore the teaching of all aspects of English is given a high priority within school. It is our intention to broaden our pupils' exposure to high level vocabulary to allow them to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

Pupils will be given opportunities to develop, consolidate and reinforce taught English skills through all areas of the curriculum. Pupils should make steady progress in writing during their three years of infant school that is personalised to each individual. We want to foster confidence in our pupils and a 'can do' attitude. We promote and encourage pupils to use learning behaviours during writing lessons, learning to build resilience, resourcefulness, risk-taking, relating and reflectiveness and we hope in turn these behaviours will instil the belief that if children work hard in writing, they will be successful.

Writing is a crucial part of our curriculum. We foster pupils' interest in writing through regularly using high quality key texts and offer a reason and context for writing which enables the children to write for purpose and audience. We also teach pupils to be able to plan, revise and evaluate their writing. All children are provided with many opportunities to develop and apply their writing skills across the curriculum.

We intend for pupils to leave our school being able to compose and transcribe writing effectively. They will develop an awareness of audience, purpose and an increasingly wide knowledge of vocabulary and grammar. This will include teaching pupils how to spell using an SSP (little Wandle Letters and Sounds) and how to develop fluent, legible handwriting.

Implementation:

Writing is taught 4-5 times per week in Key Stage 1. Writing is taught following the National Curriculum (2014) and against the objectives set out for each year group. A mastery approach is planned for through a combination of whole class teaching, group work and individual work. Pupils are encouraged and supported to make strong connections between reading and writing. Pupils are regularly given opportunities to practise and apply writing skills in other areas of the curriculum.



Pupils across the school are taught how to spell through the use of an SSP (Little Wandle Letters and Sounds). Phonics is taught daily for 30 minutes and each session includes opportunities for pupils to practise spelling new words by segmenting words, counting how many sounds are in words and then representing these sounds using letters. Pupils practise spelling tricky words throughout phonics lessons. Pupils will also have the opportunity to write dictated sentences at least once per week during phonics sessions.

In Key Stage 1, pupils are taught handwriting 2-3 times per week. These lessons include focussing on letter formation, joining letters when appropriate and presentational skills. In EYFS letter formation is taught during phonics lessons. Pupils are regularly given opportunities to develop and practise their gross and fine motor skills to support them with their writing.

Most pupils within a class will work on the same writing skills at the same time. All pupils will be encouraged to use their reading to inform their writing, particularly the most able. The most able pupils will also be encouraged to extend their writing through the use of more detailed description and sentence complexity. Additional adults are used to scaffold and support pupils' learning where necessary ensuring all children progress through the curriculum at a broadly similar pace. Within a class, some pupils may work at a slower pace in order to consolidate previously taught skills.

There is very clear progression across the three year groups. Each year group's end of year criteria is broken into half termly criteria, which informs teacher planning and teacher assessment. Teachers regularly assess pupil's understanding and skills through AfL and they adapt future planning to build upon their existing knowledge, constantly extending and broadening within each lesson. Prior to each half term teachers from each year group meet together to identify what has been achieved and to consider what is needed during the subsequent half term. Meetings between year groups at the end of the academic year provide an opportunity to give detailed transition information about each child to aid this process.

In the EYFS teachers use the 'Development Matters' document to plan their teaching of writing which is in line with the new Early Years Framework. Activities are linked to current topics to engage children and expected outcomes are differentiated according to ability.

Impact:

The pupil's English education allows them to develop key skills, knowledge and vocabulary to build a strong foundation in writing. Pupils enjoy, and are engaged in writing. The vast majority of pupils make good progress from their starting points. Pupils feel supported by staff and learning is pitched with an appropriate level of challenge. Pupils' progress is assessed by teachers throughout lessons as well as at the end of each half term. Half termly assessment criteria are used by teachers to assess whether pupils are on track for the expected standard. Children in Year 2 are assessed against the End of Key Stage One Non-Statutory Teacher Assessment Framework. Assessment of pupils shows that the majority of pupils achieve the expected or greater depth standard.

English monitoring includes work scrutinies, lesson observations and/or learning walks, pupil voice interviews/questionnaires in order to ascertain correct curriculum coverage, the quality of teaching and learning as well as the children's attitudes to and retention of writing skills. This information is then used to inform further curriculum developments and provision is adapted accordingly.