



Writing at Bempton Primary School

Statement of Intent

At Bempton Primary School, we endeavour to teach English with conviction, joy, skill and enthusiasm, and to feed the children with rich literature experiences at every opportunity. We believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want our children to acquire a wide vocabulary, a solid understanding of grammar and effectively apply the spelling patterns and rules they have learnt throughout their time in primary school. We intend to create confident writers who can re-read, edit and improve their own writing with increasing confidence having developed a love of writing.

Key Skills

Spelling is taught daily in Key Stage 1, in Phonics lessons, and weekly in key Stage 2. Children learn spellings at home each week and these are tested in school.

Daily grammar sessions are taught across both key stages and content is driven by the genre of writing the children are studying at that time, which allows children to apply their new knowledge and skills.

Some discreet spelling, grammar and punctuation lessons are taught to develop understanding..

Content

Each year group have an overview of the writing genres, both fiction and non – fiction that they will complete over the year. The non-fiction writing will have a range of purposes, which include writing to entertain, to inform, to persuade and to discuss. Writing will be cross curricular and fiction writing will be linked to a carefully chosen text that will act as a stimulus and studied in guided reading sessions, strengthening the link between reading and writing.

The objectives of the National Curriculum are closely followed to ensure the skills are built upon and developed across each year group.

Implementation

Early writing is taught through early mark making. When the children begin Letters and Sounds for phonics, they are taught the correct letter formations. This begins with writing CVC words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision. Throughout KS1 and KS2, In order to help us to develop confident, enthusiastic writers who can

Monitoring and Assessment

Formative assessment takes place regularly using writing checklists that have been developed using the objectives from the National Curriculum. Summative assessments will be collated each term. Teachers will use their professional judgement to determine whether a child is working at age-related expectations, above or below. From this, provision is put into place for identified

Impact

Children will make good progress from their own personal starting points. By the end of Year Six 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 children will acquire a wide and rich vocabulary and have a strong command of the written word. Most importantly, they will

<p>express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often cross circular and linked to our class topics. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts.</p>	<p>children. Teachers will base their judgement on a range of writing that has been completed across the term. Statutory guidance produced by the STA will be used to make summative judgements at the end of each key stage.</p>	<p>develop a love of writing and be well equipped for the rest of their education.</p>
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