

Develop a positive attitude towards communicating through the written word.

Have the opportunity to write for 'real' purposes across a range of genres.

Develop fluency and flow to writing that becomes more independent year on year.

Ensure progress from EYFS to Y6 by providing a rich and varied range of quality texts to inspire excellent writing.

Provide opportunities to enrich the pupils' learning and inspire their writing by inviting writers, authors and illustrators into school.

Raise the standard of handwriting and presentation so that pupils take greater pride in their writing.



## IMPLEMENTATION – How do we achieve our aims?

### Planning:

Writing is planned using a clear sequence of lessons that build up to an extended piece of written work. Progression over time is achieved through careful planning and delivery of these sequences, through which practice and experience is built up week by week. Quality texts and visits/visitors are the basis for nearly all of the pupils writing which ensures that there is clear purpose and inspiration for each written task. Within each year group, pupils will have the opportunity to write in a range of different genres and for a variety of purposes according to the overall long-term plan.

### Recording:

English lessons take place every day in every class, and work is recorded in a variety of ways. Pupils have the opportunity to develop the skills required to communicate effectively through the written word such as note-taking, planning, making lists, annotating. All this leads to an extended piece of writing being completed each week. All pupils have individual books, which are used daily ensuring the teacher monitors progress and attainment against age-related expectations. Pupils take pride in their work and good presentation and careful handwriting is highly valued and encouraged. Our books tell the story of each pupil's journey, and forms an important part of assessment for learning.

**Assessment:** Assessment in writing – formative, summative and live marking – is an important part of progress and attainment. All teachers conduct termly assessments, but real progress is measured at the time of learning, whether that be a class discussion, a piece of work, or a peer-to-peer question. Teachers are constantly assessing through rich questioning and intelligent practice. Assessment at Lowdham is timely and manageable: we assess to inform our teaching and identify areas of development. Children are involved in their own assessment through the use of success criteria, peer-assessment and feedback and regular questioning in lessons.

### Vocabulary:

Having a rich and varied vocabulary is essential for developing independent and high quality pieces of writing. This is established in a range of ways in classrooms: using word and vocabulary banks, having 'word of the week', developing confidence and independence in using dictionaries and thesauruses, building banks of ambitious vocabulary from quality texts, plus many more teaching strategies.


### EYFS:

The journey of writing begins here! The recognition of sounds and letters is the first stage leading to pupils writing recognisable and correctly formed letters. They then spell words by identifying sounds in them and represent these with letters. Finally the pupils are able to write simple phrases and sentences that can be read by others.

### Values: 'SHINE LIKE STARS'

**Love others:** *we value everyone's ideas*    **Reach out:** *we support others when they need it*  
**Everyone join in:** *we share our ideas and work together*    **Never give up:** *even when it's tough, we can get better at writing*  
**Always do your best:** *we have high ambitions for the standard of our writing*

**SEND:** Our SEN children have full access to English lessons, and our teachers will carefully plan lessons to remove barriers to entry for these children. Teachers and TAs will be aware of individual targets and needs of their children, and ensure writing lessons are fun, progressive and meaningful for each child. Written evidence will differ for some children: photos, games, iPads and scrapbooks are often used at Lowdham to record work and help our SEND children make progress with their writing.



## IMPACT – How do we know if we've achieved our aims?

English books show the progress story for each child.

English lessons are inspirational for pupils and they are fully engaged in their learning.

The range of vocabulary used by the pupils in their written work is rich and diverse.

Children are highly motivated to write and enjoy writing tasks.

Books show that pupils take pride in their work and handwriting across all year groups is improving.

The quality of extended pieces of writing is high and pupils are gaining confidence in their skills.