



Love Care Respect

*To aspire to being outstanding in everything we
do, by always aiming higher.*

"Let your light shine in all you say and do."

Matthew 5:16

Writing at Wylve Valley Primary School

Intent:

At Wylve Valley Primary School, we believe that quality teaching of writing will develop our pupils' love for and enjoyment of writing. All pupils will be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. Our aim is for pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we expect all pupils to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Through the teaching of Writing at Wylve Valley, we aim to:

- Ensure pupils have access to high-quality teaching and learning opportunities;
- Enable pupils to build on their knowledge, skills and understanding from previous lessons and prior learning;
- Equip pupils with the tools to transfer their writing skills to all aspects of their learning.

Implementation:

The skills for writing are taught every day as part of our English lessons. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are linked to the programme of study, wherever appropriate. What a good one looks like (WAGOLL) is created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing. Non-fiction units are also taught through a quality WAGOLL that may be based on a stimulus text or may be related to another curriculum area.

We identify children who need support and provide intervention in the most effective and efficient way that we deem appropriate. Teachers plan and teach English lessons which are differentiated to the needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion to learn; they will be able to elaborate and explain clearly their understanding and ideas.

Impact:

- Pupils will enjoy writing across a range of genres;
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded;
- Pupils will have a wide vocabulary that they use in their writing;
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience;
- Children know the goal, the end point for their learning and how the knowledge and skills taught in each lesson will help them get there;
- Pupils are proud of their writing;
- Pupils know that others value their writing; they see it on display, used as WAGOLLs, made into class books, shared with the rest of the school and with parents;
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught.