



## Writing Intent Statement

### Intent

At John Wheeldon Primary Academy (JWPA) we have created a progressive writing curriculum that aims to engage, excite, motivate, inspire and challenge our pupils while developing a love of writing. We aim to provide a clear purpose to write so that children are aware of their audience and writing intentions. These outcomes are then linked directly to the grammar objectives for their year group.

Our pupils will be provided with exciting writing opportunities and experiences that will develop enthusiasm as well as a love of reading, writing, speaking and listening. Our pupils will have a positive attitude towards communication and will have the ability to speak fluently and listen carefully. They will develop a rich and extensive vocabulary that they will use to compose written pieces covering a wide range of genres.

Our pupils will be confident when discussing grammatical terminology and will know which grammatical devices will have the greatest impact on their readers. Their skills will be applied effectively to their writing and edited to suit the intended purpose. Our pupils will write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. They will take pride in the presentation of their work and will develop a legible, cursive style of handwriting.

We want all of our pupils to be proficient writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education, therefore, we believe in making purposeful links with English and other curriculum areas. Our long term plans show how we can link our English and our topic lessons together. Our use of progression maps ensure that a variety of genres are progressively taught and built upon throughout the year and throughout school. When children have been taught a specific genre in an English lesson they will have the opportunity to apply these skills to the same genre linked to a foundation subject.

### Implementation

Our writing curriculum has been designed specifically for our pupils here at JWPA. We have devised our own way of teaching writing: 'Writing - the Wheeldon Way'. This approach develops pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful.

## Narrative Immersion

Through research and training, we have identified the need for children to experience and immerse themselves into high quality texts that will engage and spark their imagination. We are aware of the needs of our school demographic and that we have many children that will not have experienced the events they will encounter within texts. We identify the need for a clear purpose to write and so aim to provide this using our narrative immersion sessions. These sessions happen at the beginning of a unit of work and give the children the opportunity to explore high quality vocabulary and have a clear purpose and desire to write. We use a range of drama strategies to engage children including role on the wall, hot seating, conscience alley and thought tracking. We then plan another narrative immersion session before starting our writing journey. The aim of this is to strengthen vocabulary choices and revisit the purpose and audience for our end writing outcome. Children leave these sessions with a desire to write, a rich bank of vocabulary and a clear purpose and audience for their piece.

## Grammar

Grammar and punctuation objectives are taught explicitly through a progressive learning journey that provides learners with a range of consolidation opportunities to embed learning before finally applying skills within independent writing opportunities.

This learning journey is broken down as follows:



## A Guide to the Grammar Journey and the Writing Journey

Focus	Content	Days
Narrative Immersion	Drama strategies to introduce text and outcome to link grammar journey and text. Vocabulary generation for working walls.	1 day
Grammar 1 Guided then independent (Grammar 1b)	Introduction of grammar, stem sentences and definitions. Grammar journey page added to books. Identifying grammar focus in sentences /paragraphs/texts. Lowest 20% could do this on large sentence strips practically with adult.	1 day
Grammar 2 Guided then independent (Grammar 2b)	Reinforcing grammar through revisiting grammar definition and sentence stem. Matching activity with prepared sentence parts- could be cut and stick or colour/line	1 day
Grammar 3 Guided then independent (Grammar 3b)	Reinforcing grammar through revisiting grammar definition and sentence stem. Matching activity with an element of child choice i.e. conjunction, pronoun Word bank given for the choices to be added	1 day
Grammar 4 Guided then independent (Grammar 4b)	Reinforcing grammar through revisiting grammar definition and sentence stem. Completion of a sentence with children writing their own addition/part Word banks could be provided to support lowest 20%	1 day
Grammar 5 Guided then independent (Grammar 5b)	Reinforcing grammar through revisiting grammar definition and sentence stem. Writing sentences to match an illustration Lowest 20% to be provided with a word bank.	1 day
Grammar 6 Guided then independent (Grammar 6b)	Reinforcing grammar through revisiting grammar definition and sentence stem. Correcting misconceptions and errors in prepared sentences Focused on grammar journey and common misconceptions from grammar 5	1 day
Grammar 7 Guided then independent (Grammar 7b)	Reinforcing grammar through revisiting grammar definition and sentence stem. Improving a prepared sentence <u>through the use of precise vocabulary- upleveling</u> existing text with more effective word choices.	1 day
Grammar 8 Guided then independent (Grammar 8b)	Reinforcing grammar through revisiting grammar definition and sentence stem. Manipulating a sentence to change the meaning and discussion This is not always appropriate for all grammar journeys.	1 day

This demonstrates that at each stage there is an explicit reinforcing of grammar through shared definitions and sentence stems. All new learning starts by revisiting prior knowledge. This knowledge has been explicitly mapped out progressively for Grammar, punctuation and spelling and for each genre across the year groups. All staff are aware of prior learning and consider this carefully when planning and delivering an objective or teaching a genre. Throughout each stage of this grammar journey staff are ensuring that children are confident when applying a grammar skill before moving on. This may be through additional practice which can be on an individual, group or whole class basis. The grammar journey begins with the identification and use of the grammar being taught and modelled explicitly to the children. At each grammar step, these scaffolds are slowly reduced until children are confident to use the grammar objective within their own work accurately and effectively.

In addition to this grammar journey, daily 'sentence not sentence' sessions give an opportunity for children to apply their grammar knowledge and understanding to correcting sentences to make them grammatically correct. By using this daily activity, gaps in knowledge can be addressed and learning reinforced. Children are encouraged to verbalise their responses to the given sentences in order to clearly explain why or why not a sentence is grammatically accurate. Repetition of key stem sentences is vital within this process to reinforce understanding of specific grammar use.

Following these 8 grammar steps, children then begin their writing journey, designed to explore the genre features and give additional time to consolidate grammar understanding by identifying it within high quality texts.

This learning journey is broken down as follows:



## A Guide to the Grammar Journey and the Writing Journey

<b>Narrative immersion 2</b>	Drama strategies to revisit text and outcome to link writing and grammar journey and text. Vocabulary generation for working walls.	1 day
<b>WAGOLL</b>	Oral discussion of text and its features, reading aloud, identification of complex vocabulary and defining. Identification of grammar focus in text.	2 days
	Identifying features of the text type using success criteria (this will be the same SC for writing outcome) which includes the grammar focus. Vocabulary immersion, <u>upleveling</u> , etc.	
<b>Features of the genre (identified in WAGOLL)</b>	Additional sessions (where appropriate) to further explore features of the genre to support the writing journey, revisit previous grammar features etc.	1 day+
<b>Planning</b>	Further research if NF Linking back to grammar journey. Vocabulary and grammar magpie-ing from previous sessions Could be guided or independent. Clear scaffold and structure for planning text type given. Differentiated if necessary	At least 1 session
<b>First draft</b>	Writing outcome using the planning created Linked back to grammar journey. Writing on double page with alternate pages blank for revise and edit stage. Modelling	At least 2 days
<b>Evaluate</b>	Using checklist from WAGOLL session to evaluate the effectiveness of first draft including the grammar focus- the content	1 day
<b>Revise</b>	Revision of the first draft to ensure it meets the SC and grammar focus.	At least 1 day
<b>Edit</b>	Focus of editing: Grammar (including grammar feature) Vocabulary Punctuation Spelling Could be done via editing stations. Modelling of edit must be included. Lowest 20% could be guided in this.	At least 1 day
<b>Publish</b>	The final outcome in its best form. This outcome should have few or no grammatical, punctuation or spelling errors and should reflect the grammar focus.	2 days

This shows that children have specific sessions dedicated to planning, drafting and editing their piece. At each point in this journey, children are able to evaluate and reflect on their use of both taught grammar objectives and genre features. Each of these lessons will focus on preparing and refining their written work so that it showcases their writing ability.

## Writing within EYFS

### Drawing club information

Drawing Club involves focused group sessions that allow children to explore texts and use their imagination to respond to and create stories. These sessions place emphasis on children's creativity, immersing them in to texts that they are able to both recite and retell. A central aim of this approach is children's vocabulary development, recognising the need for our children to be able to confidently talk in sentences before writing. Lessons initially focus on developing children's fine motor skills using pencil control and grip and their oral comprehension so they can draw and talk about their story. As children progress, they are able to form independent sentences in line with their phonic understanding.

### Impact

The impact of our purposefully designed writing curriculum is that our pupils are enthusiastic and confident learners who take pride in the work that they produce. They can write for a range of purposes and use a wide range of different genres. They have the knowledge and skills to be able to write successfully for a purpose and audience. They have the ability to plan, draft, edit and improve their work. They can manipulate language, grammar and punctuation to create effect and consider impact on the reader. They can use stem sentences to describe grammatical terminology and can edit a sentence to ensure it is grammatically correct using the knowledge they have acquired.

They are motivated learners who are empowered for the future and know the purpose behind writing. They understand the importance of English and can transfer the skills that they have learnt from subject to subject.

Our pupils enjoy their lessons and are immersed in their learning, gaining an informed understanding of different text types and their purpose.

They will possess skills that will help them throughout, and beyond, their educational lives.

**We are PROUD of all we do!**