

Bude Juniors Writing Intent and Implementation

Intent: At Bude Juniors we believe writing is a fundamental skill that needs to be taught well. Pupils will have opportunities to write for a wide range of purposes and audiences across a broad range of curriculum areas. They will publish written pieces both for display in school and on-line.

Additional Documents: English skills coverage Y1 -6 for grammar and spelling and their adapted use in the Colourful Semantics Progression document, Year group writing overview documents (separate documents for Y3 – Y6,) writing moderation and assessment documents, Jane Considine unit plans.

Handwriting (key skill to develop automaticity)

Intent	<p>We aim for all pupils to write with fluency/automaticity and to use a cursive script. High expectations for all will mean all pupils see progress in their presentation skills. Pupils will take pride in their handwriting and have opportunities to publish their written work for display both in school and online.</p> <p>Pupils will use art and diagrams to support their writing with a 'take care' approach examples can be seen from the website below: Improvement in School Handwriting ISHA</p>
Implementation	<p>The web-based program Letterjoin will be used to teach and engage pupils. Pupils will be taught the basic letter families first using the cursive approach ensuring they have the correct formation before moving on to different joins from and to different letters.</p> <p>When identified as a need, pupils in year 3 and 4 will be encouraged to write out words with the letters formed individually to secure their use of letter form before joining letters within words. This will be modelled by the teacher.</p> <p>Handwriting sessions 10/15 minutes daily in the first instance as needed, moving to three times a week once most pupils have a fluent script.</p> <p>Each session will be a taught lesson and will include: a revisit from the previous lesson, teacher modelling/explanation, interaction from pupils, independent practice, self and peer assessment, celebration of success and progress.</p> <p>Handwriting lined paper will be used to show pupils where to place the different parts of letters. Letters will be formed within the central blue lines. Handwriting will be stuck in the back of English books.</p> <p>Visualisers will be used to demonstrate what a good one and a wrong one looks like by the teacher.</p>

Spelling (key skill to develop automaticity)

Intent	<p>We aim for all pupils to apply the strategies and spelling rules from the NC as well as being able to correctly spell words from the National Curriculum statutory spelling word lists by the end of year 4 and year 6.</p> <p>We aim for pupils to apply their knowledge and skills when writing independently and across the curriculum.</p> <p>They will also be proactive in learning how to spell unfamiliar words or words they think may be incorrect.</p> <p>We aim for pupils to develop automaticity, so they consistently correctly spell high frequency words and reduce instances of the common misspelt words.</p>
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Implementation	<p>Spelling will be taught daily using a mixture of words from the NC spelling lists and the spelling rules.</p> <p>RWI spelling strategy and books to be used in all classes; some children will also need intervention sessions using the schemes for younger year groups to ensure catch-up.</p> <p>Pupils will have personal bookmarks with their regular misspelt words for self-check.</p> <p>Use of the year group writing overview document taken from the National Curriculum as a planning aid as well as the English skills coverage document (Y1-6) but respond to pupils needs and misconceptions. Use the latter document to see what should have been taught previously.</p> <p>Use of mini whiteboards to consolidate new learning, revisit prior learning with all pupils answering questions through use of mini quizzes. This will also support teacher assessment.</p>
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Grammar including punctuation (key skill to develop automaticity)

Intent	<p>We aim for pupils to construct a range of sentence types and to have the grammar knowledge to support their independent writing.</p> <p>Pupils will accurately identify the word classes, sentence types and punctuation taught from the National Curriculum for their year group.</p> <p>We aim for pupils to have the skills to self-correct punctuation mistakes and omissions. They will write in the correct tense and use the range of tenses taught from the BNC for their year group.</p>
Implementation	<p>Colourful semantics to be used at least 3 times per week to teach grammar and sentence structure. This will mainly be on whiteboards but at least once a week in books. This should follow the Colourful Semantics Progression document and should also include flashbacks to previous learning (from current and previous year groups).</p> <p>Use of coloured bar models to show sentence types (main clause, subordinating clause, relative clause, conjunctions)</p> <p>High expectations and taught strategies will ensure pupils independently edit and improve and check for accurate use of punctuation themselves.</p> <p>Use of visualisers to model how to edit and improve and celebrate success.</p> <p>Jane Considine planning will support a sentence level approach and provide daily writing practice using a teach, model, do, approach. 'In the moment' marking will identify and address misconceptions in grammar and punctuation.</p> <p>Use of mini whiteboards to consolidate new learning, revisit prior learning with all pupils answering questions through use of mini quizzes.</p> <p>Use of LbQ quizzing in y6.</p> <p>GPS tests and 10minute tests and previous SATS papers (Y6)</p> <p>Use the English skills coverage Y1 – 6 and the colourful semantics progression document taken from the National Curriculum as planning tools but respond to pupils needs to address misconceptions and gaps in learning.</p>

Genre/ audience and purpose

Intent	<p>Pupils will develop an understanding of their audience and the purpose for their writing. Where possible these will be real.</p> <p>They will have opportunities to write around their interests and use IT applications and software where appropriate.</p> <p>Pupils will publish their writing and feel a sense of pride in their work.</p>
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Implementation	<p>Opportunities to write every day following a sequence of lessons (Jane Considine planning) – producing some independent writing which has been modelled, guided and practiced.</p> <p>Opportunities at least every half term to write outside of the Jane Considine unit (use of Pobble 365 images / literacy shed video clips/ cross curricular writing purpose e.g., Science, writing planned around pupils' interests)</p> <p>Balance of fiction/ non-fiction/poetry across a term. Use the writing for purpose documents. Ensure pupils develop the understanding of why they are writing and for whom.</p> <p>Use of IT to write for audience and purpose as and when appropriate.</p> <p>Have two independent writing pieces a half term (fiction and non-fiction) which are then assessed against the Aspire writing exemplifications and grids. (Some pupils may need these sessions to be guided until they are ready to write independently. It is important that all pupils feel successful. Teachers will assess any elements that they have completed independently).</p> <p>Use of good teacher modelling to support editing strategies and self /peer assessment to improve writing. Editing lessons will effectively teach how to do this, using visualisers regularly..</p> <p>Use of writing models so pupils know what good looks like. (Pobble has examples and there are exemplification materials in the writing moderation folder).</p> <p>Use of checklists for pupils for self and peer assessment.</p> <p>At least once per half-term, writing will be 'published' as a best copy, using a variety of media to publish (hand-written, typed, performed etc); where possible examples shared with parents (website, social-media, 'Splash' magazine)</p>
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