



EXPLORING ENGLISH: Writing

Intent • Implementation • Impact

Pembroke is a school where we encourage everyone to be **inspired** through faith in God and to live by Christian values so that our **teaching and learning** is of the highest quality, our whole community **flourishes** and we reflect all that is worthy of **praise**.

INTENT	How does writing inspire our children?	We know that learning to write well for a range of purposes and audiences is fundamental to the success of children as they move through the school and beyond. We aim to provide children with a toolkit of skills, knowledge and understanding which they can confidently draw upon to a range of different types of writing across the curriculum. Writing is intrinsically linked to how confident children are to speak – and then, read – in sentences and this process can only happen if our engagement with parents and carers is strong and the right support is given to develop these skills independently. By providing our children with creative ‘hooks’ or reasons to write, we find a variety of ways to develop their handwriting (an unlooped cursive style), spelling, understanding and use of standard (and non-standard) English, sentence construction and grammar, vocabulary and writing ‘flair’. We encourage children to be confident and motivated writers who are able to open up the future through their written word.	
IMPLEMENTATION	How is our teaching and learning in writing organised?	Daily phonic and spelling practice is key to developing independent writers who use their knowledge of graphemes to write (and then read) their work. When children have mastered ‘Monster Phonics’, we use Jane Considine’s ‘The Spelling Book’ program to help structure our teaching. There is flexibility to group children in different ways and also offer additional support spelling intervention using ‘Stareway to Spelling’ or ‘Word Blaze’. Within the framework of the National Curriculum, writing is taught covering a range of genres and with connections across the curriculum. We use an approach founded upon Jane Considine’s ‘The Write Stuff’ across the school. Children are exposed to high-quality texts which they read, identifying the features which make the writing successful. We might analyse vocabulary choice, sentence types, uses of punctuation, the layout and how cohesion is achieved. Wherever possible, grammar and punctuation is taught within the context of the text type, but discrete lessons are also given. We model the writing genre with children, thinking aloud so that the process is made explicit. Children are then encouraged, using a variety of scaffolding techniques for support, to write independently, orally rehearsing sentences as they go. Editing and proof-reading is modelled and peer-reviews are helpful so that improvements can be made with growing independence.	
IMPACT	How does writing help our children to flourish and be worthy of praise?	We celebrate writing in many ways: displays – not just the finished piece but also of the process, by reading examples in our worship, and by adding children’s work to the weekly newsletter. We want our children to recognise the significance of being able to write well so that they can tackle the demands of the next stage of their learning. We know there is success in writing when children write for their own enjoyment, in a sustained and creative way, and are proud of that ‘flair’ many of them aim to develop. We also know that our children’s writing is assessed accurately and fairly through regular moderation within school and between other local schools. When it is a joy to read our children’s work – and for children to be inspired by the writing of their peers – we know we have succeeded.	