



Writing Intent:

At Bunny C of E Primary School, we believe that all pupils should 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.

We want them 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 should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style. We believe that all good writers refine and edit their writing over time, so we want children 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.

Writing Implementation:

Writing at Bunny C of E Primary is taught daily through the 'Talk for Writing' approach, developed by Pie Corbett. The aim is to develop imaginative, creative and effective writers, who are able to independently write for a variety of audiences and purposes. Throughout the year the children will cover non-fiction, fiction and poetry texts to ensure breadth of learning. High quality texts are selected from a list of recommended texts to engage children as well as model the use of different grammatical skills and writing techniques. All the English work is then planned and delivered through the context of this text.

Planning is well differentiated to ensure inclusivity, high expectations and challenge. Exciting and engaging 'hooks' are used as a stimulus for lessons to inspire children's writing. Children are encouraged to write every day and, within every unit of work, to produce an extended piece of writing. Editing is built in to lessons (both as discrete editing lessons and through proof-reading of their own work to correct spelling and punctuation errors and checking for grammatical sense) to ensure children learn this valuable skill and are able to use it more independently.

Classrooms use working wall displays and more permanent grammar displays to share good examples of skills and any shared writing so that children can use this to support their independent work.

Children are given the opportunity to apply their skills across a variety of different text types and in different areas of the curriculum.

Writing Impact:

At Bunny C of E Primary School, we believe that our English curriculum aims to ensure:

- 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 differentiated and scaffolded
- Pupils will develop a wide vocabulary that they use within their writing.
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- The % of pupils working at ARE within each year group will be at least in line with national average
- The % of pupils working at Greater Depth within each year group will be at least in line with national average

We measure the impact of our curriculum through the following methods:

- Monitoring of planning and books
- Evidence in knowledge (pupil voice)
- CPD – Are staff confident in their subject knowledge? Do we provide opportunities for staff to share good practise and ask for support? Are staff given feedback following planning/book scrutinies and opportunities to develop their practice? Are we keeping staff updated with any necessary information regarding the English action plan?
- Environment
- Data