



## St Wilfrid's Writing Intent, Implementation and Impact Statement

### **INTENT**

At St. Wilfrid's, we understand that writing is a crucial part of the curriculum and a vital skill for children to be able to communicate clearly and confidently. We want our children to enjoy writing and to leave in Year 6 as competent writers, who can express their ideas accurately and creatively. Throughout their primary years, they will acquire a wide vocabulary, a good understanding of grammar and to be able to apply spelling patterns and rules. Children will be taught how to adapt their writing to suit the task, audience and purpose, across a range of genres. We intend that children will appreciate the written word and make the connection between being a reader and being an author. Children will learn how to be independent writers, who can check and edit their work to correct errors or make improvements.

We believe that the children should be encouraged to take pride in the presentation of their written work, across the whole curriculum. This includes using a neat and legible handwriting style, which is begun in Early Years.

### **IMPLEMENTATION**

At St. Wilfrid's, we follow a Mastery approach to writing which is supported by the writing programme 'Pathways to Write.' This mastery approach follows a logical, systematic and explicit sequence of lessons in each unit to ensure progression and a mastery of year group curriculum skills. Children become familiar with the 'Gateway' and 'Mastery Keys' in each year group. The Gateway Keys are the basic skills that were acquired in the previous year group or unit and are regularly practised and reinforced. The Mastery keys are the skills taught within the unit which are rehearsed and practised before being implemented independently. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Within each unit, there are regular writing tasks with children aiming for

extended piece of writing by the end of the unit. Skills are built up and developed through repetition within and across the units and children apply these skills in the writing activities provided. Children are exposed to a rich and varied vocabulary in order to widen their own. Grammar knowledge and skills are fully covered in each year group and are embedded within the programme and mastery keys.

To teach spelling, we follow the programme 'Pathways to Spell' which progressively develops a range of spelling strategies. Children investigate and are taught the spelling rules and patterns within their year group and are expected to apply them when they write across the curriculum. Children receive feedback in line with our marking and feedback policy. Staff regularly moderate writing to ensure accuracy and consistency in their assessments and judgements.

## **IMPACT**

Children at St. Wilfrid's make good progress in their writing from their own personal starting point. All children make progress and are proud of their writing. Children leave St. Wilfrid's well equipped for the next stage of the educational journey and are able to express themselves confidently in the written form. Children within each year group can confidently discuss their writing, their strengths and ways they can improve.