



### **Intent**

At Ridgmont Lower 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 school. We want them to write clearly, accurately, coherently, and creatively, adapting their language and style for a range of meaningful contexts, purposes and audiences. Handwriting, spelling and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader. We believe that all pupils should be encouraged to take pride in the presentation of their writing. From Early Years children will be encouraged to present their writing in variety of ways and write for a variety of genres for both English lessons and the wider curriculum. Through the 'differentiated texts' writing process, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing.

### **Implementation**

During 'English lessons', the use of quality differentiated texts is used to teach the core skills in-line with the expectations of the National Curriculum through a combination of approaches/opportunities:-

- Shared writing
- Guided writing
- Whole class modelled writing
- Independent writing
- Writing different text types and narrative styles
- Writing across a variety of curriculum areas
- Planning, drafting, editing, up-levering and presenting
- Key Skills

**Handwriting:** It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. During the foundation stage at Ridgmont Lower School, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style.

**Spelling:** From Early Years, we use Sounds~Write. Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics. Phonics sessions are held twice a day and children are grouped by ability. From Year 1, children are given spellings relevant to their ability and need. Spellings are issued weekly and children practice these in school as well as at home. Children are also taught to spell accurately and identify reasons for mis-spellings, proof-read their spellings, recognise and use word origins, families and roots to build their skills and use dictionaries and thesauruses. Each half term, children in Years 1 to 4 undertake a Big Spell; this focuses on the statutory words as per the National curriculum.



## English -Writing

Grammar, Punctuation and Vocabulary. Grammar, punctuation and vocabulary skills are taught explicitly during writing lessons alongside lessons dedicated lesson to SPaG (spelling, punctuation and grammar); the children identify how authors have used them effectively during their reading lessons. Grammar and punctuation is planned and taught using the 2014 National curriculum year group expectations and children are expected to apply their knowledge in their writing.

### **Impact – Ridgmont Lower School will have children who can**

- Use their knowledge and skills be able to write successfully for a purpose and audience
- Be confident writers and have the ability to plan, draft and edit their own work
- Enjoy sustained writing and can manipulate language, grammar and punctuation to create effect
- A deeper understanding of how and when to use specific language, grammar and punctuation