

Hagley Primary School
Writing: Intent, Implementation and Impact

“If you want to change the world, pick up your pen and write.” – Martin Luther
“You can make anything by writing.” – C.S. Lewis

Intent

At Hagley Primary School, we aim to ensure that all of our children are equipped with essential writing skills in order to prepare them for their future life. This is achieved by providing an ambitious and progressive writing curriculum from Reception to Year 6 that has been designed to meet the writing requirements of the Early Years Framework and National Curriculum. We value the importance in ensuring that our writing curriculum is accessible for all pupils, which upholds our school value of being inclusive. At Hagley Primary School, in order for our children to be secondary school ready and beyond, we intend:

- for children to communicate effectively in the written form by writing clearly, accurately and coherently
- to write confidently for a range of contexts, purposes and audiences
- to view themselves as a writer that can construct texts independently
- for children to be familiar with the structure and features of a wide range of genres in order for them to be successful writers
- for children to be exposed to high quality texts that model excellent writing practise and inspire their own creativity
- for children to appropriately select vocabulary with a focus on the desired effect of the reader
- to write fluently and legibly by forming letters correctly and joining with a cursive style
- to be masters at using the full writing process of planning, drafting, editing and writing so that they are proud of their published pieces of work
- for children to be able to accurately apply spelling rules and patterns they have been taught.
- to provide opportunities for writing for pleasure to install the love of writing

Implementation

Curriculum

The writing curriculum is designed with the following key elements:

- **Alignment with Early Years Framework and National Curriculum:** it ensures all teaching meets the National Curriculum standards and expectations, providing a comprehensive educational framework.
- **Writing lessons sequence:** lessons are structured in a sequence to develop writing skills progressively; staff use the school's progression grids to ensure consistent progress in writing skills across the school, allowing children to build on their knowledge and abilities over time and then applying them into a written task.
- **Text-based learning:** central to the curriculum is the use of high quality texts, which serve as the foundation for learning.
- **Cross-curricular:** whenever possible, the curriculum connects learning across different subjects, enhancing understanding and making learning more cohesive and relevant.
- **Contextual grammar instruction:** grammar is taught within the context of the writing unit, helping children understand and apply grammatical rules in their writing naturally.
- **Discrete spelling instruction:** spelling is taught separately using the Read Write Inc. (RWI) program, providing targeted and effective spelling practice.
- **Handwriting practice:** handwriting is taught across the school using the RWI Handwriting alongside the phonics and then the Letter-join scheme, ensuring consistent development of handwriting skills from early years through to upper KS2.

The teaching of writing across the school is carefully structured to align with both the Early Years Foundation Stage Framework and the National Curriculum, utilising school progression grids to ensure continual progress. Writing encompasses two main dimensions: transcription, which includes spelling and handwriting; and composition, involving articulating ideas and structuring them in speech and writing. During the Early Years Foundation Stage, writing instruction is integrated into the prime areas of 'Communication and Language', as well as 'Physical Development' and the specific area of 'Literacy'.

Early Years Foundation Stage

At Hagley Primary School, writing in the Early Years Foundation Stage (EYFS) is integrated into a broad and balanced curriculum designed to provide all pupils with a positive attitude towards learning and the opportunity to achieve their potential from the start. The curriculum ensures that children are well-prepared for their transition to Year 1, equipped with essential skills for their educational journey. It is both progressive and ambitious, catering to all children, including those who are disadvantaged or have special educational needs and disabilities (SEND).

Our EYFS curriculum aims to inspire a sense of awe and wonder, with stimulating and impactful learning environments that extend beyond the classroom into creative zones, outdoor areas and the local community. We promote independence in thought and action, providing carefully planned opportunities for children to develop the knowledge, skills and vocabulary they need to progress.

Writing is taught within this framework, emphasising the importance of developing communication and language skills. Our Early Years practitioners use ambitious vocabulary and high-quality conversations to extend children's learning. We use the ShREC approach (Share attention, Respond, Expand, Conversation) to ensure high-quality interactions during children's independent learning.

Physical development is also crucial, particularly in developing fine motor skills necessary for writing. Activities like 'Dough Disco', construction and manipulatives help refine these skills. Outdoor activities, including large construction, sand and water play, scooters and balance bikes, support both fine and gross motor development.

In terms of literacy, the early teaching involves encouraging children to link sounds and letters. Daily Phonics lessons using the Read Write Inc. (RWI) program ensure consistent letter formation and the development of a fluent handwriting style. The RWI scheme aligns reading materials with each child's phonological knowledge to build confidence and success in reading.

Overall, the EYFS curriculum at Hagley Primary School is designed to create well-rounded, confident learners ready to advance to Year 1. It values individuality and personal strengths, encouraging children to be proud of their achievements and those of their peers. Through a combination of focused teaching, play-based learning and high-quality interactions, children develop the foundational skills necessary for writing and beyond.

Writing Units

The writing curriculum is designed to engage children in purposeful writing by clearly sharing the genre, purpose (such as to entertain, inform, explain, or persuade) and audience with them. Writing lessons are structured in a sequence to progressively develop writing skills, allowing children to build on their knowledge and abilities over time and then apply them into written tasks. The writing sequence typically begins with a stimulating prompt, which could be a high-quality text, film, event, current news or a real-life purpose.

To help children understand the structure and features of the writing genre, a WAGOLL (What A Good One Looks Like) is used, integrating reading into writing. Relevant skills, including vocabulary, grammar and punctuation, are then taught, providing opportunities for children to practice in various ways, such as independently, in groups or with peers. Elements of the text type are further explored through speaking and listening activities and by breaking down the text into manageable chunks.

Children then plan their writing, draft their pieces and are given time to edit and proof read their work. At this point, self-assessment, peer assessment or one to one conferencing with the teacher is carried out to ensure the highest standard of writing possible. Finally, children publish their writing using a black pen, culminating the writing process.

Lessons

Each English lesson begins with a quick starter activity, which reinforces previously taught material that will be useful in the current unit of work. This could involve revisiting concepts from the previous lesson, week, unit or even previous years. Every lesson includes a WALT (We Are Learning To) statement; these are clear so that children can articulate what they are learning and specific enough to be measurable.

The lesson structure includes an introduction where teaching and modelling occur, followed by a main activity designed to achieve the WALT. This activity is tailored to support SEND children through differentiated work, resources and outcomes, while also providing challenges for more able children. The lesson concludes with a plenary session, offering an opportunity to summarise and direct learning. This helps children focus on what is important, reflect on what they have learned, assess the progress they have made and consider their next steps. Mini plenaries may also occur during the lesson to ensure ongoing reflection and understanding.

Spelling

At our school, spelling instruction is an integral part of our curriculum, beginning with focused sessions from Year 2 onwards in each class. In EYFS and Year 1, early spelling is introduced through the Read Write Inc. phonics scheme. As children transition from Key Stage 1 to Key Stage 2, the focus shifts from phonics instruction to a more comprehensive teaching of spelling strategies, conventions and rules, in alignment with the National Curriculum. To support this progression, we utilise the Read Write Inc. Spelling resource for planning and delivering spelling sessions. This resource also enables teachers to monitor individual and group progress, allowing for tailored spelling sessions. Additionally, to further enhance spelling proficiency, all children have access to the online resource 'Emile', which can be used both at school and at home.

Handwriting

Cursive handwriting is taught using a sequential and progressive approach, with teachers and teaching assistants modelling the correct cursive style. In EYFS and Year 1, children learn letter formations as part of the phonics program from Read Write Inc. From Year 2 onwards, cursive handwriting is taught separately using the online resource 'Letter Join'. We believe that maintaining high presentation standards across all curriculum areas can boost children's self-esteem and pride in their work.

Impact

Writing

At Hagley Primary School, we have developed a rigorous writing assessment system that motivates children to integrate the specific writing skills they have been practicing into their writing assessment twice each half term. Each half term, teachers will select an extended piece of writing to be assessed. At the end of each term, each child will have one fiction and one non-fiction piece of writing formally assessed. The assessment will be conducted using designated writing assessment sheets. Typically, children will be evaluated using the assessment sheet corresponding to their year group. However, for those working significantly below their year level, it is necessary to use the assessment sheet that most accurately reflects their current abilities.

Throughout the year, the assessment guidelines at the bottom of the sheet allow teachers to track each child's progress, aligning with the same terminology used in the online assessment tool, O Track. When forming an assessment judgement, teachers will review all pieces of writing accumulated over the year. The objective is to have at least six pieces of writing for evaluation by the end of the year. It is not expected for a child to demonstrate all objectives in a single piece of writing. At the end of the year, a final judgement will be made based on all collected writing pieces. If additional evidence is required, other independent pieces of writing from throughout the year can be utilised to support the judgement. These additional pieces will be recorded on the assessment sheet.

The structure of the writing curriculum has fostered a community of enthusiastic writers who take pleasure in demonstrating their knowledge and skills. This approach allows children to write in various forms and adapt their writing effectively, with careful consideration of purpose. They are confident in taking risks with their writing and enjoy discussing and sharing their ideas. The outcomes in writing books and other curriculum subjects showcase the high quality of work and the positive impact of diverse writing opportunities.