

Lyngford Park Writing

Intent, Implementation and Impact



Intent

Our intent for all children at Lyngford Park is to enjoy writing creatively, across a range of genres, with a high level of technical accuracy. We aim for all children to be able to articulate themselves through writing and plan opportunities for children to produce written texts which have a clear purpose and audience, are relevant and give them clear opportunities to explore language and form. We want all children to see writing as an enjoyable, rewarding and relevant process.

Implementation

At the first stage of the writing process, high-quality model texts are shared and carefully analysed; pupils are immersed in texts and take time to consider the conventions of the chosen genre. Discussions about vocabulary choices, punctuation and grammar enable pupils to see SPaG in context and ensure that they are exposed to practical examples. Structural devices such as subheadings, titles and images are explicitly identified, and the effects are considered.

At the planning stage, engaging activities (such as drama and speaking and listening) are organised to help the children rehearse the language they will be writing. Writers' techniques are discussed, taught and practised and there are plenty of opportunities to gain peer and teacher feedback. Toolkits are used across the school so that expectations are clear; self and peer assessment has clarity and value.

Once children have written their own independent piece of work, there are structured editing lessons, either working alone or with a partner, to enable pupils to produce written work of the highest quality. Finally, our regular handwriting practice (working towards a fully cursive style) is put to good use when the work gets published. High quality written work is then displayed in each classroom, fostering a sense of accomplishment and pride in our children.

As mentioned previously, grammar and punctuation are taught in context during each writing topic but additional sessions each week ensure that all the necessary content is covered. Spelling is taught throughout the school and Edshed activities make reviewing spelling rules fun and engaging.

As well as producing writing, which is technically accurate, we really believe in the importance of creating passionate writers which is why we regularly give pupils opportunities to free-write based on a stimulus, be it an image, piece of music or short film. Children are then encouraged to read aloud and share their work.

Impact

By the end of Key Stage 2, pupils can write, at length, across a range of genres, using ambitious vocabulary and accurate grammatical structures. They can vary their writing for a range of different audiences and purposes and employ appropriate linguistic and structural devices. Pupils can draft,

edit and write, commenting on the effectiveness of their own and others' choices. Most significantly, pupils enjoy opportunities to write and feel pride in their written work. The impact of our work in writing is measured through careful assessment of pupils' work (which is also effectively moderated by teachers). Regular work scrutinise are conducted in collaboration with teachers as are discussions with pupils regarding their feelings about writing.