

## Writing

### Vision Statement

#### What are we trying to achieve?

At Carlton we place great emphasis on the art of writing. We endeavor to make writing a pleasurable experience for all children. We consider writing a primary means of expression, both for personal cognitive purposes and for communicating meaning with others. At Carlton we aim for all pupils to learn:

- Demonstrate creativity whilst showing understanding and an awareness of the reader.
- To write with confidence, fluency, imagination and accuracy whilst demonstrating their ability to use a wide range of punctuation.
- Understand and use phonics and spelling rules to spell accurately.
- Write effectively in a range of fiction and non-fiction genres.
- Use planning and drafting techniques as an integral part of the writing process.
- Incorporate ambitious vocabulary and literary techniques to enrich their writing

Through a rich and varied curriculum, we endeavor to motivate all pupils to explore a range of texts, articulate what they understand, consider their audience and present their thoughts and findings in writing.

#### How is subject taught?

Children are taught to write fluently so they can communicate their ideas and emotions to others through a wide range of strategies. Taking into account all components of current National Curriculum programs of study, we ensure writing genres reading and communication and language are taught as specified in the National Curriculum descriptors.

Grammar, spelling, punctuation and handwriting are taught rigorously across the school, beginning with teaching synthetic phonics through the Read Write Inc program. Handwriting is a key focus from entry into reception through to Year 6. We have a whole school approach on letter formation with the use of line guides initially and gradually wean them off this when they are confidently presenting legible and cursive handwriting.

Writing at the early stages aims to develop fine motor skills through mark making and a range of other opportunities in continuous provision so that children can have the skills and confidence to write effectively for a variety of purposes. Continuous provision and early school experiences are communicated in writing and this becomes more sophisticated towards the end of the reception stage. Similarly, to further embed writing knowledge and skills further up the school, we aim to provide wider opportunities across the curriculum in each Key Stage. Hence, children are given the opportunity to explore a range of fiction and non-fiction genres through the other 4 strands of our curriculum in a creative and innovative manner.

#### What difference is the subject making?

Children throughout school have become increasingly independent writers. Through consistently good teaching, clear writing structures and curricular experiences, the quality of writing has significantly improved. Progress in each key stage has been rapid and continues to improve year on year.

Children now know that writing is not just restricted to discrete lessons. They understand that writing skills are expected to be transferred into other areas of the curriculum.

#### SMSC/PSHE links

Through carefully planned PSHE curriculum, opportunities for developing strong spiritual, moral, social and cultural knowledge, children are given many opportunities to fully express their thoughts in writing.

#### Challenge:

Although editing and improving writing is part of standard practice, the extra challenge of up leveling writing and making the writing more sophisticated is an expectation for most children especially the talented writers.

The graduate approach across the curriculum gives children to independently research and present writing to a much higher standard in comparison to the NC expectations. Examples of this can be seen in the greater depth work across the curriculum.