



**NEWHALL
JUNIOR SCHOOL**

Lionheart Educational Trust

Writing

Our
Intent
Implementation
Impact



Writing

Intent

At Newhall Junior School, it is our intention to encourage our children to become confident, articulate and imaginative writers who can write effectively across a range of genres. Children are taken on a writing journey throughout each unit and, as a result, children develop their knowledge of the genre taught, the intended audience, language and effective composition. It is our intention that children will be exposed to higher level vocabulary and the correct use of grammatical features. This will, in turn, allow children to transfer the skills that they have been taught to their writing in other subjects across the curriculum.

We achieve this through understanding the cognitive science of the working memory and the power of retrieval. We understand that for knowledge to be stored in the children's long-term memory, we need to provide regular opportunities to retrieve knowledge for this transfer to happen.

Implementation

Writing is taught daily for one hour and we focus on one text type at a time. We make experiences as engaging, enjoyable and as immersive as possible, realising that this approach should foster a positive attitude to the learning and to make direct links with other subjects. Children are taught to develop an understanding of the genre through analysing the text to identify key features. In conjunction with this, children are taught the grammar objectives from the National Curriculum for their year group.

We believe that children should be exposed to high quality texts so we give our students the opportunity to practise and develop as writers by using texts that will inspire them to write. The texts used throughout school have been carefully chosen to ensure that all children are engaged in their Writing lessons and are motivated to produce excellent pieces of writing.

In all lessons, teacher feedback is to be given to children to help them understand areas for improvement and to allow them to see what they have done well. Where possible, instant feedback is given during the lesson to have an immediate impact on learning. This is in the form of verbal communication.

Spelling

Spelling Shed is used to support the teaching of spellings across the whole school. Through the scheme, children develop knowledge of spellings through explicit teaching of the rules and patterns. This is a clear focus on teaching pupils the connections between words, their sound associations, etymology and patterns.

At Newhall Community Junior School, it is our intent that children learn and use their knowledge of spelling across the curriculum. A secure, individual online account for Spelling Shed is given to each child. Teachers can set challenges and assignments based on the spellings that are being taught and spellings which children might need some extra support. This can be accessed at home via the Spelling Shed website or App to support learning at home.

Impact

- Enriched cultural capital.
- Pupil outcomes will showcase their learning.
- Attainment of disadvantaged learners increases.
- SEND pupils are well catered for.
- Increased confidence and engagement towards learning.
- Enriched language acquisition.

Monitoring

The Writing leader will carry out the following during the year to inform future planning and next steps:

- Learning walks
- Book scrutiny
- Writing moderation
- Data analysis and next steps
- Support for colleagues
- Termly assessments

Equal opportunities, Special Needs and Equality

All children should have access to the Writing activities through the curriculum in line with the school's Equal Opportunities Policy, the SEND policy and Equality Policy.

Teachers should aim to provide effective learning opportunities for all pupils by:

- Setting suitable learning challenges.
- Responding to pupils diverse learning, religious and cultural needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary, the SENDCo and the Writing Leader will advise teachers on teaching activities relevant to pupils with special educational needs including more able pupils.

Writing Lead, Hannah Vickers