



### Intent – We aim to....

ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

ensure that all pupils appreciate our rich and varied literary heritage.

ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

ensure that all pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

ensure that all pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



### Implementation – How do we achieve our intent?

**Our approach:** Beechwood's key pedagogical practices are used in lessons to accelerate progress and improve pupil outcomes. Our units are taught through the three phrases of Imitate, Innovate and Independent Application. Grammar and punctuation skills are taught within our units, where pupils are given the opportunity to apply them within their current text type. Handwriting and spellings are taught every week and our pupils are given regular opportunities to apply and develop their writing skills across the breadth of the curriculum, including opportunities to write for both purpose and pleasure. We engage and inspire pupils through a wide variety of model texts types that show the powerful impact that effective writing can have.

**Flying Start:** We begin with giving the children a solid foundation in letter sounds following Read, Write, Ind. Children are taught how to form letters correctly and taught good posture and correct pencil grip. Literacy lessons are based around high quality texts encouraging vocabulary and oracy through the Drawing Club Programme. We begin by writing initial sounds and build up to writing whole sentences by the end of the year.

**Progression:** At Beechwood the children are taught through a clear progression of skills from EYFS to Year 6. Pupils use the same basic skills every time they write – sentence structure, punctuation, word level and text structure and organisation – these are built on year after year. Children are reminded of their previous learning each lesson.

**Vocabulary:** We aim for children to leave Beechwood having used a wide range of vocabulary in their writing. During writing lessons, we explicitly teach high level vocabulary and develop children's understanding and ability to be able to use this vocabulary accurately and effectively across all genres.

**Inclusion:** As a school we have a diverse intake of children with a high mobility rate and therefore we ensure that we are giving the children the best possible start to their writing journey by assessing on entry or once settled to determine whether additional support is needed. Adaptations and resources are made available to support children during their writing lessons. The high quality texts we share with our children in school and use as inspiration are diverse and reflect the children and families in Beechwood.

**Assessment:** Pupils receive regular verbal and written feedback, alongside opportunities to edit and improve their work, while independent end-of-unit pieces are teacher assessed against year group expectations. Assessment is used to track progress and inform both teacher and pupils of next steps.

### Impact – How do we know we have delivered a successful curriculum?

Pupils are competent in both transcription and composition. In addition pupils can plan, revise and evaluate their writing.

Pupils can write down ideas fluently with effective transcription: spelling quickly and accurately through knowing the relationship between sounds and letters and understanding the morphology and orthography of words.

Pupils effective composition allows them to form, articulate and communicate ideas and then organise them coherently for a reader.

Children's writing will show clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Children will also display fluent, legible and, eventually, speedy handwriting.