



Gotham Primary School Writing Intent and Implementations 2020-2021

“No matter what anybody tells you, words and ideas can change the world.” John Keating

At Gotham Primary School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. By the end of school, we encourage our children to have developed a love of writing and have the ability to express their thoughts and ideas clearly and creatively through the written word. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in school. We want every child to leave school with the skills of an excellent writer who can clearly, accurately and coherently demonstrate their ideas and can adapt their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing. Leaving school with the skills to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.

Writing implementation					
Aspects	EYFS	KS1		KS2	
		Year 1	Year 2	Years 3/4	Years 5 /6
Planned experiences/ texts to stimulate writing	Shared writing Big books Helicopter writing Active learning writing opportunities	The Snail and the Whale Lost and Found Pumpkin Soup Into the Forest Paddington Enormous Crocodile Literacy Shed videos Supportive non-fiction texts		The Abominables The Firework Makers Daughter The Butterfly Lion Esio Trot Literacy shed videos Supportive non-fiction texts	The Boy in the Back of the Class The Boy in the Tower Kensuke’s Kingdom Clockwork The Girl Who Stole an Elephant Extracts from Texts (Y6 Jan-Jul) Literacy Shed videos Supportive non-fiction texts
Writing terminology	Phonics terminology	Phonics Terminology Rainbow Grammar vocabulary National Curriculum		Rainbow Grammar vocabulary National Curriculum DADWAVERS	
Vocabulary	Words explored in reading time	Word of the week Vocabulary identified in whole class reading	Word of the week Vocabulary identified in whole class reading	Word of the week Vocabulary identified in whole class reading	Word of the week Vocabulary identified in whole class reading

Composition	Say out loud what they are going to write Helicopter writing	Pupils write a variety of different genres Plan out loud what they may write Read aloud what they have written	Pupils write a variety of different genres Plan out loud what they may write and write key words/ideas in the planning process Read aloud what they have written	Children discuss and write their ideas DADWAVERS Organise paragraphs around a theme Use organisational devices in NF Edit their writing Read writing aloud	Children discuss and plan their ideas I SAW A WABUB Identify the audience and purpose Use organisational devices in NF Build cohesion between paragraphs Edit their writing Read writing aloud
Grammar and Punctuation	Introduction to Rainbow Grammar at the end of Reception.	As a school we follow Jason Rainbow Grammar framework. This is taught in discrete GPS lessons as well as being embedded in English lessons.			
Spelling	Phonics resources Spelling shed Phoneme mats	We use Spelling Shed for spelling lists, as well as activities and interactive games Statutory spelling lists from the National Curriculum are used in classes, as well as teaching spelling rules in KS2, which may be as part of an English session or handwriting Phonics is used in KS1 and KS2 when appropriate			
Handwriting	Cursive handwriting font modelled and encouraged	Cursive handwriting font which we practise in phonics books and apply across the curriculum	Cursive handwriting font which we practise in English books and apply across the curriculum		
Editing	1:1 writing focus where appropriate such as phonics choice or handwriting	With support from staff, children are beginning to edit with a blue pen. Y2 encouraged to edit independently as year progresses	Editing in blue pen Editing stations Pupils highlight and look for positives in their editing and draft work Agreed marking to aid editing used across KS2	Editing in blue pen Peer editing Editing stations Y6 grammar prompt cards Agreed marking to aid editing used across KS2	
Environment	Writing area as part of active learning Phonics display Independent writing celebrated and displayed	Writing area/resources as part of active learning Phonics resources/display Writing working wall Word of the week	Writing area/resources as part of active learning Phonics resources/display Writing working wall Word of the week	Writing working wall Vocabulary walls/displays Spelling lists Dictionaries and thesauruses Word of the week	Writing working wall Vocabulary walls/displays Spelling lists Dictionaries and thesauruses Word of the week
Resources including IT	Literacy Shed videos Big Books Phonics resources Handwriting pencils	Literacy Shed videos Big Books Phonics resources Handwriting pencils Whole class reading books	Literacy Shed videos Spelling lists Pen licenses Whole class reading books		

Assessment, feedback and marking	Green pen used when working with child/group Black pen for distance marking VF – verbal feedback	Green pen used when working with child/group Black pen for distance marking VF – verbal feedback Blue pen is child's responses Learning Objective identifies how the Child accessed the lesson (Independently, Guided, Supported or Peer-Peer)		Green pen used when working with child/group Black pen for distance marking VF – verbal feedback Blue pen is child's responses Self-assessments and peer-assessments used Writing conferences 1:1 Learning Objective identifies how the Child accessed the lesson (Independently, Guided, Supported or Peer-Peer)	
SEND and PP provision	Children will be identified who need support, with this being individualised for them.	Children take part in class phonics, with interventions as appropriate. SEND support plans will identify individual approaches/resources to support children if applicable	Children take part in class phonics, with interventions as appropriate. SEND support plans will identify individual approaches/resources to support children if applicable	SEND support plans will identify individual approaches/resources to support children if applicable Pupils identified as making less than expected progress will have individualised or small group interventions when appropriate	SEND support plans will identify individual approaches/resources to support children if applicable Pupils identified as making less than expected progress will have individualised or small group interventions when appropriate
Interventions	Phonics and handwriting interventions	Phonics interventions Handwriting interventions	Phonics interventions Handwriting interventions	SNIP Handwriting interventions Writing conferences	SNIP Writing conferences