



St Gregory's Catholic Primary School

Writing Intent, Implementation & Impact



Writing Intent:

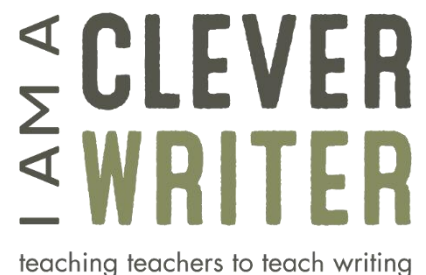
At St Gregory's Catholic Primary School, our intent for teaching Writing is to inspire and equip all pupils with the skills necessary to express themselves creatively, communicate effectively and engage critically with various forms of writing. We aim to develop proficient writers who appreciate the power of language, understand different audiences, and can adapt their writing style accordingly.

Our curriculum is grounded in the National Curriculum objectives but enhanced through a rich tapestry of experiences, opportunities and cross-curricular links that ignite interest and foster a love for writing. Through the 'I Am a Clever Writer' approach, we aim to:

- **Provide a structured progression of writing skills** to enable pupils to build upon their existing skills whilst introducing new ones.
- **Foster a love for writing** by making purposeful links across the curriculum and linking to topics that are relevant and engaging for our pupils.
- **Promote high expectations across the curriculum** to ensure the quality of writing our pupils produce is consistent in all their exercise books.
- **Develop pride in presentation** to make sure our pupils consistently produce high-quality work, using legible joined handwriting
- **Enhance our pupils' grammatical knowledge** to enable them to independently select appropriate grammatical structures that are relevant to the text type.

Writing Implementation:

To achieve our intent, we have implemented the 'I Am a Clever Writer' approach to teaching Writing. The approach is not a scheme of work. The 'I Am a Clever Writer' approach involves implementing the following strategies:



Planning:

Teachers identify the precise, intricate, vital steps that our pupils need in order to make progress in their writing.

Identify the Skill:

Teachers identify which new skill(s) need to be introduced to ensure our pupils make progress, whilst using Assessment for Learning (AfL) to identify which skills need to be consolidated.

Genre:

Teachers pick the most appropriate genre to facilitate the teaching of the new skills e.g. if speech is the skill being taught, a non-chronological report would not be appropriate. Genres are selected and linked meaningfully to specific texts or other writing stimuli that are engaging and relevant to our pupils.

WAGOLLS:

A WAGOLL (What a Good One Looks Like) illustrates how the new skill has been incorporated alongside previously taught skills. Teachers write their own exemplars to provide our pupils with a clear model of expected outcomes.

Clever Writer Checklists:

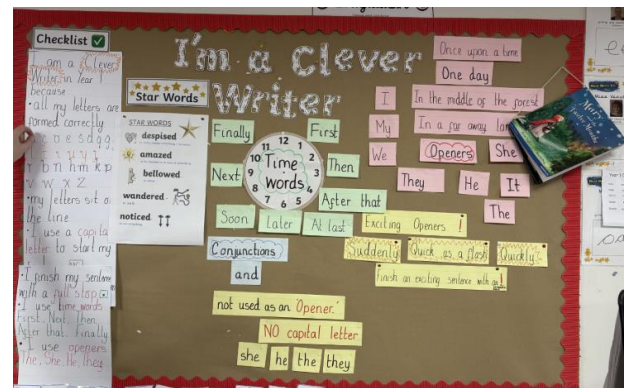
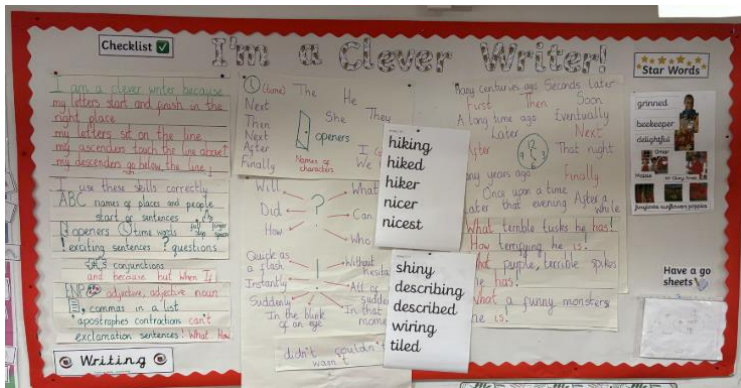
New skills will be shared on the 'Clever Writer Checklist'. Pupils will use their checklists to track the skills they have included in their writing. Checklists ensure children know exactly what they need to include in their writing to be successful.

Teaching and Modelling the Skill:

Teachers model the writing of sentences that show the new skill in the context of the WAGOLL. Pupils are heavily involved in this process, reminding the teacher of the skills they must include to construct a successful sentence.

Interactive Working Walls:

Working walls are built up during the week, displaying high level vocabulary (Star Words), a range of openers and modelled examples of the skill they are learning.



Live Marking and Feedback:

Teachers 'live mark' in every Writing lesson to immediately identify and address misconceptions and move the learning on. This is also an opportunity to identify good writing practice as it happens, celebrate this and share examples for other children to magpie. Teachers will look at all work at the end of the lesson, mark the work against the Writing Checklist and identify any misconceptions and areas for development.

Star Write:

During the final lesson of the writing sequence, pupils will recreate their own version of the WAGOLL. This is an independent, extended piece of writing that will bring skills and improvements together. This is the time for our pupils to shine!



Assessment:

Teachers constantly assess our pupils' writing through both live marking and retrospective marking. This occurs at all stages of the writing sequence (skills lesson, embedding lessons and star write lessons). This continuous assessment informs teachers of the progress each pupil is making and enables them to make appropriate adaptations to future planning.

Writing Impact:

The impact of our Writing Curriculum is evident in the following outcomes for our pupils:

- **Improved writing standards:** By effectively applying new and previously taught skills, pupils demonstrate continuous improvement in writing.
- **Improved spelling, punctuation and grammar:** Through isolated skills lessons, effective modelling and deconstruction of the WAGOLL, our pupils become confident in identifying and utilising a variety of grammatical structures.
- **Confidence and independence:** Pupils become self-assured in their writing abilities, with the ability to articulate what they have included in their writing and why.
- **Engaged learners with a love for writing:** By making meaningful links to specific texts, other curriculum subjects and topics that are engaging and relevant, pupil engagement and enthusiasm for writing increases.
- **Consistency across the curriculum:** High standards of writing are seen across all curriculum subjects, not just in Writing lessons.