



Intent

 Purpose and Pride	At Coney Hill, we aim to make writing a meaningful, purposeful and enjoyable experience. We want to ensure that children understand how widely writing is used in everyday life and therefore how important and useful the skills are that they are learning. We intend for our children to develop a sense of pride in their writing and to become confident, enthusiastic writers, who are able to communicate their knowledge, ideas and emotions effectively. We intend for all children to acquire a wide vocabulary, a solid understanding of grammar and punctuation, and be able to spell new words by effectively applying spelling patterns and rules. We want pupils to leave Coney Hill prepared for the next phase of their lives. This means being able to write clearly, accurately and coherently, adapting their language and style, in and for a range of contexts, purposes and audiences.
 Respect	Our children will learn to respect a variety of genres and appreciate our rich and varied literary heritage. Our pupils explore a range of stories, poems and non-fiction, which will help them to establish a love and respect for written expression and great writers, and in turn inspire their own writing achievements. We see the importance of sharing our written works with each other, and build an environment of mutual respect and appreciation. In the Early Years and throughout, learning aims to explore cultures and beliefs reflective of families in our settings.
 Enjoyment	We intend for all children to develop a genuine love of language and the written word, developing their oracy skills throughout our writing process. This links closely to the way we teach reading and all aspects of speech and language development, including phonics. Careful links are made across the curriculum to ensure that children's writing is relevant and enjoyable. In the Early Years, writing and mark-making opportunities are embedded in every day play. We make phonics an exciting, fun and practical experience that is always building upon prior knowledge.
 Achieve & Aspire	We have high expectations of all pupils at Coney Hill. We encourage all pupils to take pride in their writing presentation and to use a fluid, joined handwriting style from Year 2. In the Early Years, we teach children to use an effective and firm pencil grip to correctly form letters. We intend to create independent writers who can re-read, edit and improve their own writing and enable pupils to confidently use the essential skills of spelling, punctuation and grammar across a range of genres. In the Early Years and throughout KS1, we deliver a systematic approach so that all children develop a competent and secure knowledge of phonics, alongside being able to form letters accurately and fluently. We believe that all children have the capabilities to succeed in writing.
 Community	Oracy skills are essential for our children to develop in writing and we understand the importance of the role of parents and carers in supporting their children to develop this, alongside essential grammar, spelling and composition skills. We cultivate a strong home-school partnership and work to support parents and carers in helping to enhance writing skills at home. In the Early Years, children are exposed to texts and given writing opportunities that will give them a knowledge of themselves and the world around them. We make links with the wider community for writing opportunities, giving our writing a clear purpose.
 Health & Well-being	We teach our children to understand that writing is a great tool for our emotional wellbeing and can provide a world of escapism and wonder. As resilient and confident learners, we want all pupils to aim highly and believe they can achieve, overcoming any barriers and challenges with resilience. In Early Years, children will be supported to develop their language in order to express their needs and emotions.

Implementation

Big Picture

- We strive for the highest quality of planning and teaching, which covers the National Curriculum for Writing.
- All children have writing opportunities every day, from Early Years to Year 6.
- Our Writing curriculum is delivered through writing lessons, phonics lessons, handwriting lessons and spelling lessons.
- We deliver phonics using 'Unlocking Letters and Sounds' through Early Years, KS1 and for KS2 interventions (see Phonics documentation and reading progression document).
- Our writing units cover a range of progressive genres and text types. We develop and build skills throughout a series of lessons.
- We teach the children to use a joined handwriting style, introducing this in Year 2, building upon children's prior knowledge of single letter formation.
- Writing attainment and progress is monitored using 'Target Tracker'. We also use 'Sunshine Writing' to assess the children's progress throughout the year against an agreed age- related writing assessment criteria
- We give our children rich cultural capital experiences that broaden their vocabulary and literacy understanding. We encourage them to visit the local library and give them experiences of literature in the wider world.

Our Learners

- In Early Years and Year 1, writing is taught in phonics and writing lessons. Early writing skills are developed through independent continuous provision as well as adult-led daily writing opportunities.
- Writing lessons follow a consistent approach.
- We recognise the strong link between reading and writing, and use reading strategies to explore a model text for each unit of work.
- Our whole-school marking policy for writing, which is followed consistently by all teachers and teaching partners. We ensure that the children understand and respond to the marking.
- We actively encourage our learners to check and refine written work daily. In response to marking comments, children 'Purple Polish' their work from Year 2 upwards.
- Children take ownership of their spelling 'word wall' in KS1 and 'word dictionary' in KS2 for individual spellings discussed or corrected in daily marking.
- Spelling is taught discreetly within 'word attack' sessions daily, from Year 1 to Year 6.
- All children complete independent Sunshine writing, which is marked against the year group assessment grid. Sunshine writing is displayed within a sunshine book, which follows the child throughout the school, displaying their writing development and progression.

- We expect our children to take pride in their work and provide opportunities to redraft, edit and present a piece of written work – this is why children write on every other line. Our Writing books include clear presentation guidelines.
- When handwriting has met the agreed criteria, children write in blue pen. All Year 6 children are expected to write legibly in pen, in readiness for KS3.
- In Early Years and KS1, we develop fundamental oracy skills and teach the importance of thinking of and saying a sentence aloud before writing it down.

Learning Environment

- The school environment will reflect our commitment to attainment in writing for all pupils.
- In the Early Years, outdoor spaces have 'language areas'. Mark making and writing tools are always within continuous provision areas, both inside and outside. These text-rich environments are led by the children's interests and support our children's independence in writing.
- The alphabet, a handwriting frieze, weekly spellings, age-related spelling patterns and progressive terminology definitions are displayed in every classroom and regularly referred to.
- Vocabulary is displayed in classrooms to support children with reading and writing.
- In the Early Years and KS1, sound and formation mats are used to support children in their writing. These are also readily available for children to access independently at any time throughout the day. The writing 'hand' is displayed to remind children of 'the big five' – capital letters, finger spaces, writing on the line, full stops, and checking it makes sense.
- All classrooms have an English 'working wall'. These are regularly discussed, adapted and improved as part of daily teaching.
- Resources relevant to the lesson are readily available to children. These could include dictionaries, spelling mats, word banks, and plans.

Home Learning

- We work in partnership with parents and aim to encourage writing, handwriting and spelling practice at home linked to their learning in school.
- Children have a weekly list of spellings, as well as a linked game, to practice at home. In the Early Years, letter formation sheets are sent home to practice.
- Home learning maps are sent home once a term and include activities that encourage children to practice their writing skills in a cross-curricular approach. Outcomes are shared and celebrated with their peers and during assemblies.

Impact

- The Hiller Writer can write for a range of purposes, with pride and confidence. An essential, transferable skill, ensures they write with assurance across the curriculum.
- Assessment in writing is daily as teachers respond to writing; celebrating successes and suggesting next steps. Every other writing unit results in a “Sunshine” piece of writing where the children can apply the writing skills they have been practising, in an independent piece, highlighting the age-related outcomes that have been achieved as a running record.
- Children are quizzed weekly on spelling, and termly on grammar and punctuation knowledge and this data is used to inform next steps for writing.

- Planning from our whole school writing progression document, along with daily marking and feedback and the sunshine writing outcomes, all feeds into our teacher assessed tracker system; all of which are used to analyse gaps in children's knowledge and gain an overview of specific groups of children across school.
- Progress across classes is closely monitored by the subject leader and senior leadership team in line with our writing progression document. Monitoring will include: book looks, learning walks, gathering evidence of good practice, pupil voice interviews and looking at data on Target Tracker.
- The findings of this monitoring will be used to inform next steps for the children, any appropriate interventions and the further implementation of writing across the school, as a whole.