



Writing Intent

It is our intent at Burlington Infant School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

Writing is a crucial part of our curriculum and all children from Foundation Stage to Year 2 are provided with many opportunities to develop and apply their writing skills across the curriculum in a variety of ways. Early writing is encouraged through mark making opportunities in EYFS, both indoors and outdoors, and each classroom has designated writing areas where this enthusiasm for writing can be encouraged.

We ensure that all children are exposed to high quality, engaging texts across the whole curriculum that model excellent writing practices across a broad range of genres.

We adapt/tailor our curriculum and provide opportunities for children to lead their own learning and interests.

As part of our writing curriculum we also ensure that time is spent on supporting children to make links between phonics, reading and writing and endeavour for all pupils to acquire a growing vocabulary, solid understanding of grammar and the ability to spell new words effectively choosing and applying spelling patterns and rules that have been taught.

We are inclusive of all children, including SEND by providing the appropriate scaffolding, support and writing tools those children need in their writing process to experience success.

All staff have high expectations and nurture a culture where children are encouraged to take pride in the presentation of their writing. All children are challenged and encouraged to take risks and view mistakes as a positive part of the learning process.

How is our intent Implemented?

At Burlington Infant School, we believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

At Burlington Infant School, Writing is taught in RWI and when the child is ready, through main English lessons and across the wider curriculum through:

1) Shared writing:

This is modelled by the teacher as the expert writer with contributions from the children.

This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught within Foundation subjects. The emphasis may be on



the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, and presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

2) Guided writing that targets children at their point of writing:

Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. Each guided group writes with a teacher/TA during daily RWI sessions as part of the teaching and learning schedule for that text or week an adult intervening as appropriate. Children receive individualised support from the teacher at the point of writing or mark making as appropriate. During guided sessions, the adult supporting the group will share targets achieved and mark the child's work according to the whole school marking policy.

3) Opportunities for developmental writing:

At Burlington Infant School children experience writing in a range of settings and opportunities for developmental writing is available through all areas of learning and throughout the learning environment. Children's own attempts at early writing are celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. At Burlington Infant School the children are given opportunities to develop their confidence and practice their writing skills.

5) Writing environment:

Burlington Infant School celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access through a writing area or table. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

Handwriting (See Handwriting Policy)

At Burlington Infant School handwriting and letter formation is explicitly taught throughout the school. This begins with early writing skills and fine motor skills. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate when children are ready. Children's handwriting is a focus in RWI sessions and in weekly dedicated handwriting lessons in which letter formation and presentation is demonstrated and practiced. Good presentation is emphasised at all times and through all forms of writing.

Monitoring will take place throughout the year by the Subject Leader through monitoring books, learning walks and consultations with pupils. Further to this, teachers will take part in moderation with another local schools looking at their own year groups and Year 2 may be moderated by the LA in the Summer term.



What is the impact?

The main intended impact of our delivery of Writing is that all pupils enjoy writing across a range of genres, can write for a range of purposes and audiences, and become confident and effective communicators, making good progress from their own personal starting points. We aim for all children to have the writing skills and writing stamina needed for the next stage of their education. Children will develop a varied vocabulary that they can use across the curriculum and can apply spelling rules and grammatical concepts in their work. We also aim to ensure that our children are proud of their writing and have opportunity to see it on display and shared with others in the school and with their families.