

# Writing Intent - Lillington Nursery and Primary School



## Intent

At Lillington, we understand that every child's journey of becoming a successful writer is a unique and complex process which can be largely influenced by a range of social and demographic factors. Therefore, we understand that for all of our children to develop a genuine love of language and the written word, they must first be exposed to a range of real-life and contextual texts and experiences which lay the necessary foundations for building rich levels of cultural capital. In effectively bolstering such familiar and wider-life knowledge through a text-based and cross-curricular approach, carefully made links are continuously identified, discussed and extended across all aspects of our children's exposure to, and learning of, writing.

To ensure all children – irrelevant of individual needs and starting points – make and sustain accelerated progress in their love and development of writing, high quality literature is always enjoyed and celebrated within a clear, tailored English curriculum, based largely around Talk for Writing. The encouraged utilisation of teaching approaches/resources (Power of Reading, Literacy Shed and/or current Cornerstones topics) further enables children to access all learning styles whilst also making additional links in their learning. This head-start in the early acquisition of internalised knowledge and vocabulary, along with a wide range of readily accessible support resources (genre and year group specific knowledge organisers; evolving working walls; writing skills and vocabulary packs; differentiated and co-constructed success criteria), facilitates an active and reflective approach where all children take ownership of their learning and evolution of writing.

## Implementation

All teachers take every opportunity to identify appropriate genres of writing (in line with Lillington's progression of writing genres policy and long-term English overviews) and effectively consolidate children's prior and new learning. WAGOLs and WABOLs are continually investigated to explore, discuss and compare the key structural and grammatical features, general impact, quality and effectiveness of texts across all writing genres. Clear progression of skills are planned for and visibly evident in each class' environment, English books and children's spoken language. Each writing genre cycle lasts between two/three weeks ensuring the following five phases of writing are rigorously covered:

1. Baseline Assessment and Planning
2. Imitation
3. Innovation
4. Independent Application
5. Publishing

## Impact

Thanks to the well-familiarised and highly scaffolded approach to the teaching and learning of writing at Lillington Nursery and Primary, the children will know more and remember more over time, and always feel confident with writing for an audience and purpose.

The teaching and learning of writing at Lillington Nursery and Primary is constantly adapted and tailored to every class'/child's needs, and never delivered in isolation. It is through this personalised and responsive approach, that we strive to develop our children into articulate and imaginative communicators who are well-equipped with the basic skills, knowledge and experiences needed to becoming life-long learners in writing. At every opportunity, we ensure that children develop an understanding of how widely and creatively writing is/can be used and its importance in everyday life. We therefore take great pride in that our children become aware of – and can clearly articulate - how their learning of writing is relevant and meaningful with regards to their own wider-life skills and future aspirations; they see the bigger picture!