



School vision
All pupils at South Hill flourish through a nurturing environment, which builds confidence and resilience and a lifelong love of learning

Writing vision
To develop pupils’ writing skills to enable them to write independently in a variety of genres and for a range of purposes.

Intent	Implementation	Impact
<p>At South Hill, we follow the National Curriculum for Writing and use Herts for Learning resources for our progression of skills and knowledge across the school.</p> <p>Our intent is to deliver a Writing curriculum which:</p> <ul style="list-style-type: none"> • Uses high quality texts to inspire writing. • Improves vocabulary usage throughout the school • Supports all learners to make progress • Celebrates writing across the curriculum <p>The sequence for our Writing topics, showing our progression of skills and knowledge throughout the school, are mapped out in our:</p> <ul style="list-style-type: none"> • Writing long term plan • Writing action plan • Writing progression document • English Subject policy <p>Through our teaching of Writing, we want all of our children to develop the following skills:</p> <ul style="list-style-type: none"> • Sentence structure and punctuation • Grammar • Spelling • Handwriting • Text Organisation and writing stamina • Spoken Language 	<p>In the EYFS, the building blocks to Writing are taught through: Communication and Language, Physical Development, Literacy, Expressive Arts and Design. We also incorporate elements of letter formation, word and sentence building through our daily phonics sessions.</p> <p>The program of study for KS1 and KS2 follows ‘The Teaching Sequence for Writing’ which encourages children to retell, dramatize and discuss high quality texts before progressing onto transcription and composition:</p> <p>Year 1: Pupils should be taught to: Leave spaces between words, join words and clauses using and, begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for people, places, the days of the week and the personal pronoun ‘I’</p> <p>Years 2,3 & 4: Pupils should be taught to: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Indicate grammatical and other features by: using a comma after a fronted adverbial, indicate possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech.</p> <p>Years 5 & 6: Pupils should be taught to: Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use Modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing. Use hyphens to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list. Punctuate bullet points consistently.</p> <p>In every lesson, teachers will:</p> <ul style="list-style-type: none"> • Ensure lessons are accessible for all pupils • build confidence in pupils 'writing leading to an increased level of independence, creativity and stamina • Use regular 'Assessment for learning' • Make use of high- quality texts • Create a vocabulary- rich environment <p>Teaching and learning sequence for Writing</p> <p>Inspire/ Cultural capital</p> <ul style="list-style-type: none"> • Hook/ inspiration lessons to immerse the children in their new book or to end a topic and to promote a love of learning and love of writing itself. <p>Clear learning journey</p> <ul style="list-style-type: none"> • A clear learning journey (NC & Herts Long Term Plans), from EYFS to Year 6, where skills and knowledge build continually. • Revisit learning regularly to ensure children can make links between different areas of writing (grammar, sentence structure and punctuation, spelling, handwriting, text organisation and spoken language) covered and so they can commit this to their long term memory. • having a feeling for grammar, varying and controlling sentence structure with ease, in order to create different language effects being capable of writing at length while maintaining a sense of audience, purpose and organisation. 	<p>Pupils will be assessed by teacher’s reviewing skills and knowledge taught from the NC and the long term plans. This will be recorded termly using our SIMS assessment proforma.</p> <p>Pupils will have developed writing knowledge and skills to help them explore, navigate and understand the world around them and their place within it.</p> <p>Pupil’s will fulfil the requirements of the National Curriculum and become competent writers who are passionate and engaged, whilst at South Hill.</p> <p>The impact of the Writing curriculum will be evidenced through continuous and effective monitoring by the subject leader and SLT, through:</p> <ul style="list-style-type: none"> • Action plan • Learning walks • Pupil voice • Staff voice • Parent voice • Lesson studies • Book scrutiny • Staff CPD • Effective planning

