



At Pilgrim Academy, we believe that writing is an essential aspect of the curriculum which will support our children in developing into articulate and imaginative communicators, who are well-equipped with the basic skills that they need in order to become life-long learners. By the time the children leave the school, our aim is that they are competent, enthusiastic writers who have the ability to turn their thoughts, knowledge and artistry into powerful writing.



Intent – What do we aim to deliver?

Children enjoy writing non-fiction and fictional writing for a range of purposes. They have a secure understanding of the writing process and are competent writers with a knowledge of a range of genres.

Children use their imagination to develop unique ideas, using a range of vocabulary for effect. They understand grammar terminology and can apply this to their writing.

Children are confident when speaking about their own writing and can verbalise their own opinions. They are reflective learners and have high expectations of their own writing.

Teachers model and support the children to develop high level writing skills and knowledge of a range of genres. Children can form all letters correctly in a neat, cursive style.

We understand the significance of parents and carers in supporting their children with spelling and writing at home. We aim to develop a home-school partnership which enables parents and carers to have the confidence to support their children with spelling and writing at home.

Writing lessons are taught daily across the school for one hour. Opportunities are provided for the children to embed their knowledge for a range of purposes across the curriculum. The children revisit genres that have been taught to ensure they have retained their learning.



Implementation – How do we aim to deliver it?

Writing is taught through the use of an overarching text, in the form of a book or a short text, which assists in capturing the children's love of writing. Where possible and relevant, there is a purpose to the writing that children produce and children know what the end goal is.

Children are given the opportunity to analyse, explore and respond to examples of texts. As part of the teaching cycle, children develop specific grammar and composition skills which are age-appropriate and meet their ongoing needs. Children have opportunities to apply their writing skills.

Children are provided with the opportunity to apply their writing knowledge within a range of genres. The genres included in the long-term plan for each year group have been selected to ensure that there is progression throughout Key Stage 1 and Key Stage 2.

Vocabulary, examples of techniques and ideas are collected on working walls. Children are encouraged to make full use of additional resources in the classroom. As the children move towards the end product within a unit of work, they are encouraged to carefully plan and develop their ideas in an age-appropriate way. Editing is actively encouraged to both peer and self-edit at all stages of the writing process.



Impact – How will we know when we have delivered it?

Children enjoy writing and are confident when using a range of vocabulary and sentence structures. Their vocabulary and ability to express themselves is strong and demonstrated across the curriculum.

Formative and summative assessments demonstrate a secure understanding and identify challenging next steps as the children progress through the school.

At the end of each unit of work, children produce a piece of writing linked to a genre. Teachers are then able to assess their writing against their age-related expectations on FFT and assessment grids

All work is well presented and children are able to independently apply structures taught in English lessons across the wider curriculum subjects.