## Our Statement of Intent

**Our children are able to write with control, clarity and confidence to not only be understood, but also to flourish.**

## Implementation

### What Writing looks like at St. Giles:

Children write **every day**.

This may take place in literacy from a quality text, during morning work, within guided reading, phonics, dictation, the foundation subjects, through provision or in all of these.

We share with the children their steps to success, through the Can I, ensuring that these steps are progressive and working towards age-related expectations. We mark our children's work and feedback is precise and timely. In Early Years this is invariably done by an adult verbally.

In every classroom children are able to see the phonics **Grapheme Phoneme Chart** to help them build words and spell accurately. The literacy working walls display key vocabulary or common exception words, grammar with examples, punctuation features, and key structures for writing.

Our whole school environment makes high quality vocabulary a priority so that the children are immersed in a word (and language) rich environment related to their topic, project or text types.

Examples of 'best pieces' with a fluent, joined handwriting style are displayed around the school. When the children write across the curriculum, in other subjects, the same expectations about quality, handwriting, spelling and grammar still apply.

Our children are taught how to make corrections and are provided with opportunities to use handwriting pens when writing up extended pieces of writing and drafting shorter passages.

### Assessment of Writing:

In all writing books, the children have a Writing Assessment Grid that lists the termly expectations from the National Curriculum at ARE. This grid is used to set targets, track progress and diagnose next steps. Teachers work across year groups and phases to mark and moderate writing using Writing Grids to assess whether our children are at ARE, above, below or working towards.