**Literacy Curriculum Intent – Writing**

At Jotmans Hall Primary, we endeavour to create a love for literacy and the creation of texts for a purpose. We want every child to leave the school with the skills of an excellent writer who:  
• Has the ability to write with fluency and has an author’s voice;  
• Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;  
• Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;  
• Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;  
• Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;  
• Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

**Spelling**

In Reception and KS1, daily phonics is the key to the children’s learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words that are not phonically regular (common exception words).

From Year 2 and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. Spelling skills are taught in implicit lessons at the teacher’s discretion. . Spelling is also embedded in English lessons through games and activities so as strategies and rules can be taught in the context of writing. In Key Stage Two pupils carry out the Schonell tests to ascertain spelling age.

**Handwriting**

On entry, our Foundation Stage children are involved in varied activities to develop essential pre writing skills in line with the Early Learning Goals. There is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. Children are also introduced to the individual letters and rigorously taught correct formation from the very beginning of their time in school.

At Jotmans Hall we teach joined handwriting using a cursive script. As children progress through school there is an increasing focus on fluency, consistency and speed. All children initially write with a pencil, with children moving on to a pen once they achieve their pen license.

It is expected that where possible notices, displays, titles and signs in the classroom and around the school will be in the same cursive script and that all teachers and teaching assistants model the handwriting style at all times i.e. when writing on the board or in children’s books.

**The Write Stuff**

The Write Stuff brings clarity to the mechanics of the teaching of writing. It follows a method called ‘sentence stacking’. Sentence stacking refers to the fact that sentences are grouped together chronologically or organizationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. An individual lesson is based on a sentence model, broken into three separate chunks:

1. Initiate section – a stimulus to capture the children’s imagination and set up a sentence
2. Model section – the teacher close models a sentence that outlines clear writing features and techniques
3. Enable section – the children write their sentence following the model

Sentence Stacking units will cover all genres of writing. Sentences are written in the pupil’s editing books. Once they are completed in the lesson, the children will edit and improve them using a specific pen.

**Big Writes**

To enable independent writing, pupils take part in ‘Big Writes’. The expectation is for each child to compete one ‘Big Write’ per half term. This work is assessed against Writing Performance Descriptors and a portfolio is kept in each class.

**The Classroom**

All classrooms provide a stimulus for writing. Topic books, fiction and non-fiction books are displayed to enable children to read as often as possible to develop their understanding of written language. WOW words are displayed in the classroom to develop the vocabulary used within the children’s work.