



Biscovey Academy Writing



Writing Intent Statement

***'If you don't have time to read, you don't have the time, or the tools, to write. Simple as that.'* Stephen King**

Biscovey Academy is a school where everyone **DREAMS** big! DREAMS is capitalised within our tag line as it stands for our core values which underpin all of the work we do here at Biscovey Academy.

D = Diversity – We explore a range of literature, genres and contexts as part of our writing offer at Biscovey Academy. Children are exposed and encourage to learn about an extensive selection of literature and delve into a complex world of inclusivity and difference. Diversity is celebrated through children celebrating and having a voice with their own writing. As a result, we give reflection to respectful and inquisitive attitudes to the wider world around us.

R = Rules – We have high expectations on behaviour, routines and expectations for children and that they adhere to our school rules of Ready, Respectful and Safe.

E = Empathy – Children are implored to show empathy and meaning in their writing, showing understanding for their characters, storylines and a deeper respect for emotions within their words. We encourage these skills and knowledge of empathy to be transferred in all elements of their lives.

A = Aspirations – We hold an annual careers day at Biscovey Academy which highlights a range of careers including those with a passion for writing. Children are given opportunities to learn about a range of career and personality aspirations through the creative world of writers.

M = Motivation – Aspiring and aiming high is at the heart of all elements of our learning. We pride ourselves on providing a range of writing opportunities that will inspire all interests and views of children to write and express their thoughts, feelings and passion. We strive to encourage children to aspire to produce high quality writing for a range of purposes and to be proud of what they can achieve.

S = Success – We strive to inspire all children to be creative, empathetic and passionate writers that are able to fulfil a life-long desire to be strong and successful writers.

Writing at Biscovey Academy strives to embed fundamental skills to enable children to be competent, confident and creative writers. We aim to give children a plethora of writing skills to allow them to attack any area of writing and produce high quality and individuality in their pieces of work. We strive to teach children how to decode spellings, use phonetical knowledge gained in reading and implement a breadth of vocabulary that reflects topic contents and supports writing genre. Creativity and passion in writing is another aspect that we want to inspire in our children; the stamina to write, determination to make their writing soar with a range of language features and fluidity in the range of skills

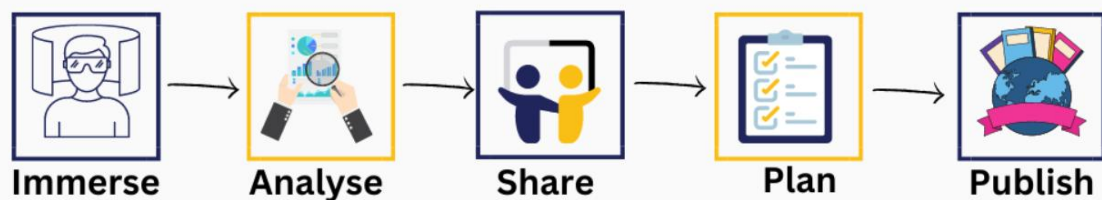
and stamina for writing. We want to encourage children to be independent writers who can draw on an extensive range of ideas, language features and knowledge to produce individuality in their writing and reflect creativity. Writing should provoke thought and emotions from the reader and we aspire to challenge children to make an impression and an impact with their words.

We work closely with our colleagues in the early years and key stage one, to continue the writing progression and fluency of skills that children further deepen each year. When children write, they have the power to make their voices heard and to show their passion and understanding; we want our children to unravel their thoughts and create writing to be proud of and to support their journey through Biscovey Academy.

Driven by our **Dare to Dream Curriculum**, we are committed to providing access to a first-class education for all pupils, which is **highly ambitious** for those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is scaffolded and differentiated to meet individual needs. Pupils are supported to **keep up, not catch up**. Biscovey Academy staff recognise and are committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to attain good outcomes in their learning, progress and personal development.

We recognise that children work better when they feel psychologically and physically safe. Therefore, through our curriculum offer we prioritise relationships and relentless routines.

Writing Implementation Statement



Developing creative, curious and courageous writers.

At Biscovey Academy, we teach writing through our own bespoke scheme which allows the children to be immersed in a text, analyse grammatical features followed by a modelled write which allows children to plan and then publish their own piece of work. We have an English Coverage plan for each year group that identifies texts that will compliment each half termly topic and encourage a range of fiction and non-fiction writing to take place over the course of the year. We believe that children should have a fluid yet broad curriculum and that making links

between subjects is paramount for children to establish links in the wider world. We encourage writing to be embedded in all subjects and high expectations of presentation, quality and consistency throughout.

Writing is an everyday element to our teaching and learning and we endeavour to make it a focus across all areas of our curriculum. Encouraging children that writing is positive and enjoyable, not purely for lesson time is a focus too. Our writing and reading coverage work closely alongside and our ambition is to support children to have an extensive vocabulary, knowledge of the world around them, understanding and aspiring to seek meaning in their words and the courage to conform their own pieces of work and show their personalities and talents.

We assess writing through independent writes which inform our writing moderating data and enable us to track data for children termly. Progress in SPaG is assessed termly using Grammarsaurus.

Writing at our school is closely monitored through learning walks and book looks to ensure high quality of writing and that quality of teaching and understanding is assured across the school. We endeavour to identify strengths within the school, share great practice, observe and support one another and find opportunities to develop our Writing offer.

An essential principle of writing is making real life connections and having remarkable experiences and opportunities to embed knowledge and write for a purpose. Due to our reading and writing working in unison, we aim to celebrate days such as World Book Day and author days such as Roald Dahl. These days incorporate writing activities and our children relish in different challenges of writing. Some examples of real-life experiences relating to a text are Anglo-Saxon visits to the school which inspired non-chronological reports, lighthouse visits to explore Writing 'Lighthouse Keepers Lunch' and a visit to Bodmin Keep Military Museum to delve in 'Goodnight Mr Tom' and make their Writing come to life. We want to encourage confident, courageous and creative writers who are provided with purpose, challenge and an extensive range of knowledge.

Writing Impact Statement

Our aim for writing is to develop fluent writers, who are able to draw upon experiences, knowledge and a wide range of terminology, vocabulary and language features so that they can produce independent pieces of writing. We want to instil the confidence for children to write for a range of purposes and apply themselves to write of high quality. We understand that children work at different paces and abilities therefore, we embrace the variation of work that children can do and encourage them to produce the best work that they can and be proud of their achievements. We promote children to question and challenge texts, seek meaning and continually add new words to their vocabularies.

Our writing process enables time to be committed to sequencing of lessons and writing themes to fully grasp and extend new skills and write effective pieces of writing. We strive to raise aspirations of children and have high expectations on presentation, content and pride in their work.

Since the launch of our writing curriculum, we are proud that our end of key-stage two outcomes are at least in line with national average. Disadvantaged pupils at our school make progress in-line with their peers. Our relentless drive to improve outcomes for our pupils means our children flourish as confident and skilled writers.