



| Year One<br>English – Writing   | Intent   | Implementation   | Impact   |
|---|--|--|--|
|  | <p>The ability to communicate effectively through writing is a skill we at St. John Vianney believe is critical to children's futures. We aim to ensure that the children learn to write clearly, with neat and legible handwriting, to spell and punctuate accurately and to write in grammatically correct sentences. Further, we focus on the need to be able to use appropriate writing styles in context, and to structure extended pieces of writing to achieve maximum impact. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.</p> | <p>At St. John Vianney we strive to show children the key link between reading and writing. We ensure well-chosen texts are used to provide rich language models and structures from which children can learn how writing works and the effect it can have on the reader. To develop confident young writers, we read aloud and share high quality texts across a range of genres, reflecting a range of writing styles. We choose texts that are rich in vocabulary, and enable children to comprehend beyond their own reading fluency level. We also use a range of exciting stimuli which includes, film clips, artefacts, visitors and real life experiences. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. As children enter the Foundation Stage there are writing opportunities in all areas of learning</p> | <p>Through the teaching of writing at St. John Vianney our pupils develop the skills to effectively communicate and express themselves with the written word. Pupils will enjoy writing across a range of genres. They will have a wide vocabulary that they use within their writing. Pupils will have a good knowledge of how to adapt their writing based on the context and audience The children are well-prepared to move into secondary school and to further develop their skills to tackle more challenging tasks. They have a well-developed attention to detail for handwriting, spelling and grammar, and are confident writers.</p> |

| Transcription   | Handwriting  | Contexts for Writing | Planning  | Drafting Writing   | Editing Writing  | Performing Writing   |
|---|--|----------------------|---|--|--|--|
| <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | <p>I can sit correctly at a table, holding a pencil comfortably and correctly understand which letters belong to which handwriting 'families' and to practise these.</p> |                      | <p>I can say out loud what I am going to write about.</p> | <p>I can sequence sentences to form short narratives.</p>              | <p>I can discuss what I have written with the teacher or other pupils.</p> | <p>I can read my writing aloud clearly enough to be heard by my peers and the teacher.</p> |
|   | <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>   |                      | <p>I can compose a sentence orally before writing it.</p> | <p>I can re-read what I have written to check that it makes sense.</p> |  |  |





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|  | I can form capital letters and digits 0-9. |  |  |  |  |  |
|  | <b>Year 1 Outcomes</b>                     |  |  |  |  |  |

