




Year Six English – Writing	Intent	Implementation	Impact
	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.	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	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.

Transcription	Handwriting	Contexts for Writing	Planning	Drafting Writing	Editing Writing	Performing Writing
	I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.	I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.	I can note and develop initial ideas, drawing on reading and research where necessary.	I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	I can assess the effectiveness of their own and others' writing.	I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	I can choose the writing implement that is best suited for a task.	I can, in writing narratives, consider how authors have developed characters and settings in what I		I can, in narratives, describe settings, characters and atmosphere and integrate dialogue to	I can propose changes to vocabulary, grammar and punctuation to	





		have read, listened to or seen performed.		convey character and advance the action	enhance effects and clarify meaning.	
				I can précis longer passages.	I can ensure the consistent and correct use of tense throughout a piece of writing.	
				I can use a wide range of devices to build cohesion within and across paragraphs.	I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	
				I can use further organisational and presentational devices to structure text and to guide the reader.	I can proofread for spelling and punctuation errors.	
	<b>Year 6 Outcomes</b>					

