



Curriculum Statement – 2021/2022

Writing

Intent

- Fulfil the potential of all our pupils; intellectually, socially, morally, emotionally and culturally
- Foster and encourage a love of learning based around our core values of self-motivation, teamwork, resilience, independence, vision and emotional intelligence
- Deliver high-quality writing education which allows children to transfer their skills to other subjects and to ensure that children are prepared for the next steps in their learning.
- Ensure that the children's developing use of language not only underpins their achievement across the curriculum, but it lays the foundations for active involvement in cultural life, society, work and lifelong learning.
- Design a writing curriculum that has deep links with reading, science, geography and history and other areas of the curriculum, and helps to prepare our children for the developing world.
- Pupils are encouraged as writers, to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing; as a way to open up new worlds to our pupils, both real and imagined; to develop creativity, imagination and empathy.
- Our writing curriculum is book-based and bespoke to each cohort of children.
- Our book-based writing curriculum is built upon quality picture books, novels, poetry and non-fiction texts.
- Our writing provision enables mastery of all aspects of the English language and a keen understanding of our rich and varied literary heritage as this supports the children on the journey from reading to writing.
- Within our timetable, we are committed to ensuring all pupils have daily opportunities for writing, for both transcription and composition.

Implementation

- The teaching of writing falls into the following areas: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).
- It is essential that teaching develops pupils' competence in these two dimensions.
- In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.
- Writing down ideas fluently depends on effective transcription: spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
- Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.
- Each writing unit is text based and the purpose, audience and form is considered for each unit of

writing. Each unit has a purpose (inform/explain, entertain or persuade) and the unit focuses on one genre of writing e.g. narrative.

- One persuasive and one inform/explain piece of writing must be completed per term as a non-negotiable.
- One writing unit lasts two weeks and writing is taught through four discrete lessons per week.
- The writing consists of a journey of eight lessons: WAGOLL, x3 SPAG lessons (including Alan Peat sentence types), plan, draft, draft and edit.
- One discrete SPAG lesson is also taught each week. This lesson focuses upon the skills needed to access the end of KS1 and KS2 SPAG papers.
- Writing is also taught cross-curricular e.g. a newspaper report may be written in history, when appropriate.
- Staff plan from and use high-quality texts to develop purposeful and challenging lessons which all children work towards using the National Curriculum objectives.
- Staff assess children on an ongoing basis. Staff will use both formative and summative assessment judgements to inform their practice and differentiate their lessons appropriately to account for pupil ability and level of challenge
- Teachers set ambitious targets which stretch pupils of all abilities and allow inclusivity within all lessons
- The school continually maintains, updates and develops its resources to allow effective delivery of the National Curriculum
- The subject leader has good knowledge and seeks to further the subject through continuous professional development, research and regular meetings, including local network meetings

Impact

- Teachers regularly assess pupil understanding through a range of formative assessment strategies, observations and looking at completed work in relation to the specified objectives on the curriculum.
- Through individual and team endeavours, children will learn the necessity of clear planning, effective/efficient production, collaboration with others, self and peer-evaluation and flexibility.
- Writing lessons will also provide children with opportunities to use writing skills in a range of practical applications.
- In the EYFS, class teachers assess children's development and progress in writing by making informal judgements as they observe children.
- In Key Stage 1 and 2, class teachers gather evidence of what individual pupils know, understand and can do in writing by observing them at work, listening to and discussing with them, and evaluating and responding to any work they produce.
- At regular intervals throughout the year, an assessment of learning outcomes is recorded and pupil's attainment and progress data is gathered. This is used to identify which children need further support or enhanced challenge.
- Staff use the end of Year frameworks to identify strengths and gaps in knowledge. Planning is then tailored towards these gaps.
- Through rigorous implementation and monitoring, we aim to believe pupils develop detailed knowledge and skills across the writing curriculum and, as a result, achieve well
- Upon leaving school, our pupils have:
 - covered in the required depth the statutory and non-statutory guidance of the national curriculum
 - the opportunities to regularly revisit concepts and link ideas together
 - access to high quality texts, challenges and resources
 - a real love of writing
 - specific subject knowledge and skills to prepare them for the next phase in their educational journey and able to integrate into a modern British society.