

Writing Curriculum Statement

INTENT

Purpose of Study

We intend to provide a high-quality writing curriculum created from the skills outlined in the National Curriculum. Children will leave our school having met age-related expectations and will be fully prepared for high school and the opportunities and challenges of further education and employment. Units of work may appear to be very different: fiction, non-fiction, curriculum or poetry based - but at the heart of all units will be the age-related expectations. These units progress year on year towards end of key stage targets.

Rationale

Our writing curriculum is designed to develop knowledge and skills, enabling children to deepen their understanding of the many different components needed to write and communicate effectively.

Curriculum objectives focus on the development of children's ability to communicate effectively both in spoken and written English. Our school particularly focuses on the development of grammatical knowledge - necessary for the advancement of children's spoken and written language.

The programmes of study for writing at key stages 1 and 2 are constructed as follows:

1. transcription (spelling and handwriting);
2. composition (articulating ideas and structuring them in speech and writing);
3. plan, revise and evaluate their writing.

It is essential that teaching develops pupils' competence in these three dimensions. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on 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.

It is our intent that all children will achieve age related expectations. Where necessary - for some children - the curriculum may be modified, but age-related objectives from the National Curriculum will remain at the centre of these decisions. Children who are working significantly below the age-related expectations will receive additional support in an attempt to close the gap. This is in recognition of

the fact that without skills in English, children will struggle to access other subjects in the curriculum.

IMPLEMENTATION

At the end of the EYFS children aim to achieve a Good Level of Development and be able to demonstrate a growing command of English. They gain the gross and fine motor skills necessary to form letters and use their knowledge of letter-sound correspondence to write at an appropriate phonic stage of development. Children participate in the Read Write Inc. Phonics programme where they learn to:

write confidently, with a strong focus on vocabulary and grammar

spell quickly and easily by segmenting the sounds in words and acquire good handwriting.

They then have many opportunities to use these skills across different areas of the curriculum and have many opportunities to write throughout continuous provision or through other activities outside their Literacy lesson.

Due to the fact children at SS John Fisher and Thomas More embed the alphabetical code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure that children write every day.

Pupils in Year 2 to Year 6 whole have completed *Read Write Inc.* Phonics are taught in their year group using *Read Write Inc.* Literacy and Language and the *Read Write Inc.* Spelling programme.

Read Write Inc. Spelling is for:

- Pupils in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds). In *Read Write Inc.* Literacy and Language pupils:

In *Read Write Inc.* Literacy and Language pupils:

- Develop a deep understanding of what they read: complete texts by leading authors are introduced using a three-step approach
- Learn grammar in context allowing pupils to use it with understanding: grammar banks are provided to support teacher knowledge
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers
- Learn to write confidently by following our highly supportive three step approach, building upon the story, poem or non-fiction text they have studied

At the heart of Literacy and Language is the enjoyment of and engagement with a variety of texts. Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children. As in *Read Write Inc. Phonics*, pupils are taught to articulate their thoughts and ideas out loud to communicate what they know and understand. Pupils answer every question with a partner, comment on each other's ideas, clarify each other's thinking and build upon each other's thoughts and ideas.

Across Key Stage 1 and 2, children become increasingly aware of curriculum targets in their year group and are able to discuss them, using the vocabulary set out in the National Curriculum. The process of introducing and teaching age related objectives takes place throughout the autumn term, with opportunities to practise and apply these new skills - and core objectives from previous years - taking place in all three terms.

Teachers build on the knowledge and skills of previous years by consolidating work from previous years before, and during, the process of introducing new age-related objectives. Our school uses a Writing Progression Policy - linked to age related expectations from the National Curriculum - which increases the range and complexity of sentence structures that children are expected to use in their spoken language and their writing.

IMPACT

Each child's Literacy & Language book is used to record the progress that pupils are making in terms of knowing more, remembering more and being able to do more at three points in each academic year. This will show whether children are working towards the age related expectation, at the age related expectation or exceeding the age related expectation.

To quality assure levels, teachers meet regularly to moderate children's writing. This is done with the subject leader and Deputy Headteacher. Moderation also happens across the Wythenshawe Catholic Academy Trust.