

Writing Curriculum

Intent

At SS John Fisher and Thomas More Catholic Primary School we believe that writing is a **key skill for life**, both inside and out of education, and that is why it features across all the subjects taught in our school. Our aim is to provide children with key **transferrable writing skills** to build on year on year that can be used throughout each phase of their education and prepare them for secondary school.

Teaching children to write for a range of purposes and audiences can be very exciting, especially here at SS John Fisher and Thomas More where we provide children with a range of engaging hooks to capture their imagination! We aim to provide the children with **varied reasons** for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts.

Oracy is prioritised in our writing curriculum, as we are very much aware that developing spoken language - including and especially vocabulary - is essential for the academic progress of all children. It is our intention to address the **word gap** in EYFS and KS1 and help all children develop their vocabulary more quickly.

Implementation

At the end of the EYFS our aim is for all children to achieve a Good Level of Development and be able to demonstrate a growing command of English.

Children in Year One 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.

We encourage children to compose sentences aloud until they are confident to write independently. All children have opportunities to use these skills across different areas of the curriculum outside of their literacy lessons.

Pupils in Year 2 to Year 6 who 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. We teach pupils to understand that spelling and decoding are reversible processes. Spelling is taught explicitly and regularly practised.

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

A high standard of joined, cursive handwriting is modelled across school and children are encouraged to imitate this. Handwriting is taught and practised regularly in separate books but is expected to be evidenced throughout all work produced. Our children become better at handwriting through repeated practice of accurate letter formation. Non-cursive handwriting is taught in EYFS, pre-cursive handwriting in KS1 and cursive handwriting in KS2.

Teachers demonstrate high quality modelling within each literacy lesson and encourage children to include key vocabulary, structure their work appropriately into coherent paragraphs and use the grammatical skills and punctuation taught at their year group level. A whole-school progression of skills map is used by teachers to ensure age-related expectations are covered in each year group.

The use of a WAGOLL shows children what a successful piece of work looks at the start of each unit of work. This provides children with an end goal. Children are encouraged to use this as a structure but also innovate their writing to make it their own. Teachers ensure that the standard of writing in the WAGOLL reflects the age-related outcomes for each specific year group.

SS John Fisher and Thomas More intends to develop writing as a transferrable skill across all subjects taught in the curriculum. We therefore ask children to complete applied writes based on their history, geography or science topics in order to make cross-curricular links. Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar and punctuation knowledge into their topic work. We expect the high standards for writing in literacy lessons to be evident within the work in all books.

Children are encouraged to deconstruct texts and identify key features for specific genres of writing. Teachers model the practising of these skills and children then apply them to their own writing. This ability to identify specific features we believe is a key skill across both reading and writing and will improve comprehension in children.

SS John Fisher and Thomas More ensures that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Teachers leave next steps in books where necessary, or provide in-the-moment oral feedback, to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in green pen. We ensure that all learners are aware of their writing targets and are familiar with the writing standards assessment checklist at the front of their literacy books.

Children who are identified as not achieving age-related outcomes may be assessed against the outcomes for the year group below. Our school delivers *Read Write Inc.* to all pupils in Year 2, 3 and 4 who rapidly need to catch up. Children struggling with writing in Year 5 and 6 follow a 'Fresh Start' catch-up programme.

Impact

Formative assessment is used to positively impact pupils' achievement at all ages and across subjects. Actionable feedback is used for narrow curriculum components. Assessment in writing takes place at the end of each half-term. Teachers will tick to show the writing standards that have been met for each pupil against age-related expectations. This data is used to inform next steps in writing, in addition to the data provided by our termly Rising Stars Spelling, Punctuation and Grammar tests.

Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include: regular book looks, lesson observations, pupil voice interviews, learning walks and internal/external moderations.