

**Curriculum Statement for Writing.**

“You don’t write because you want to say something, you write because you have something to say.” – F. Scott Fitzgerald.

Intent (Our Aim).

At Laceby Acres, we want our children to be confident cohesive writers who have a great attitude towards writing. We want to give them the skills and tools necessary to develop into young writers in which they can express themselves and their view points in any subject across the curriculum. We also set high standards and expectations of our children and their writing, supporting and challenging them to create the very best piece of writing they can.

Implementation (Our Approach).

To develop our children into young writers we have implemented our own metacognitive approach to writing where we follow the reading to writing methodology and immerse our children in a world of wonder through the high quality picture books and novels we choose. The high quality texts then become our drivers in planning and delivering a well-balanced and progressive scheme of work. Around the text we then continue to grow our children into confident spellers who have a rich and wide vocabulary and have created our handwriting policy to ensure the quality of presentation is to a high standard and reflects the quality of the ideas our children have.

Impact.

The impact of our writing approach is to ensure all children in all year groups acquire the age-related knowledge in line with the latest National Curriculum of reading, writing, spelling, punctuation and grammar. We tailor our planning and approach to make sure these are covered in each year group and each year builds on these.

Long term we hope pupils will:

* Become more confident fluent readers,
* Develop a love and passion for reading and books as much as our practitioners do,
* Be confident when speaking and listening to use discussion to communicate to further their learning,
* Enjoy learning a wide range of different genres and text types and learn how to write for different purposes,
* Pupils of all abilities will be able to access and succeed in our English lessons because work will be appropriately scaffolded,
* Have a wide vocabulary and be adventurous with vocabulary choices within their writing,
* Have a good knowledge of how to adapt their writing based on the context and audience,
* Leave primary school being able to effectively apply spelling rules and patterns they have been taught,
* Make good and better progress from their starting points to achieve their full potential.

**Creating an author’s voice.**

**Conscience corridor.**

**Role on the wall.**

**Freeze-frame.**

**OSIE (observation, senses, imagination and emotion).**

**Role-play.**

**Prediction.**

**Summarising.**

**Inferring.**

**Interrogating texts.**

**Deconstructing texts.**

**Text marking.**

**Story mapping.**

**Story telling.**

**Vocabulary exploration.**

**Assessment of writing:**

Writing with support and scaffolding Writing independently

Through our writing approach and process we begin with support and scaffolds that the children can then use in their independent writing. We discuss and explore a piece of text by practicing different reading skills around the chosen text as well as the vocabulary used. As the children’s understanding and retention of content from the text grows we then focus on modelling and constructing the chosen text type they are working towards together in a shared approach which is then deconstructed and interrogated to identify the different features and structures used for the text type, becoming the criteria for writing a successful piece. By deconstructing the model the children are then exposed to the skills and grammatical elements used in that type of writing and can refer back to them when writing independently so they are assessing their own writing as they craft it. In the moment feedback is key in helping the children understand the crafting process of writing and allows them to change and improve as they write rather than have a extended piece of writing to then edit. When the first draft is complete our children are then given time to read, assess and edit their own work as well as receive support through editing groups and 1:1 conversations with teachers to push their writing forward with feedback being tailored and focused on the objectives being covered for the chosen text type. It is our aim in the assessment of writing that we build children’s knowledge and understanding of different text types, grammatical techniques and spelling of different vocabulary that as they progress through the key stages they become more confident and able to assess their own writing whilst they are crafting their piece and the roll of the teacher is to give constructive feedback to help take their writing to the next level.