

Writing at St Augustine's Catholic Primary School



"There is something delicious about writing the first words of a story. You never quite know where they'll take you."

— Beatrix Potter

Intent

Our writing intent at St Augustine's RC Primary School is to build a curriculum which enables innovative and imaginative writers giving children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. We embed the conventions of writing, including grammar, punctuation and spelling across our entire curriculum so as to ensure our pupils leave school being fluent, confident and competent writers who are able to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged.

Our curriculum encourages children to build strong foundations for their future writing by writing independently, creatively, imaginatively and with confidence across a range of genres for a variety of purposes and audiences. We aim for our children to be able to write at length across a range of genres, media types and cross-curricular topics in a variety of styles. In doing so, we aim for them to be able to apply features of texts to their own writing through using their ever-growing vocabulary in a variety of written forms and by applying their technical vocabulary and understanding of grammatical terminology to their writing.

Implementation

At St Augustine's to support the National Curriculum for English, we follow a whole school mastery approach to writing through the programme **Pathways to Write** which develop vocabulary, reading and writing skills from Reception to Year 6.

Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and

children apply these skills in the writing activities provided to support our children in knowing more and remembering more. Many opportunities for widening children's vocabulary are given through the **Pathways to Write** approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

Pathways to Write is designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing. To support this approach, clear detailed lesson plans and resources are linked to a high-quality text. Pathways to Write ensures engaging and purposeful English lessons.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages:

The Gateway (1-2 lessons)

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Writeaway (4 lessons)

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing

- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

Writing in EYFS starts with Phonics teaching. Teachers plan using Sounds Write. Children are taught to read and write the sounds right from the start. As children progress, they are encouraged to write words by combining the use of grapheme-phoneme correspondence. When they become confident with writing words, they are supported to put words together to build sentences. Children in EYFS also follow Pathways to Write. We strive to ensure that Reception year children are encouraged to write as independently as possible, building up their skills ready for Year One. Writing activities are linked to the class topic and their interests to engage the children and foster a love for writing. As well as an adult led writing task, independent writing is encouraged in the provision areas, emphasising writing for a purpose.

Impact

From book looks, monitoring of plans and lesson observations, it is clear that writing is taught in a systematic and progressive way, where prior teaching and learning is considered, and that learning is memorable.

Children enjoy talking about their writing – about its construction, purpose, and effect on the reader. As a result of the clear teaching of writing skills, children can apply these skills in cross-curricular writing.

All writing is planned with a strong intention and audience and editing ensures that writing is presented to a high standard. Children leave St Augustine's with a secure understanding of writing, giving them the tools they need to meet the needs of a challenging secondary curriculum and the expectations of writing across all subject.

Assessment is carried out using the Bishop Hogarth Education Trust Steps which clearly show the end points for each year group. Year 2 and Year 6 also use the TAF statements provided by the government. Formative Assessment Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the use of success criteria linked to each Pathways to Write unit and effective feedback and response in their teaching. Summative Assessment National Curriculum tests are used at the end of KS1 and 2; teachers use past and sample papers to inform their assessments as they prepare pupils for these assessments (Reading and SPAG).

