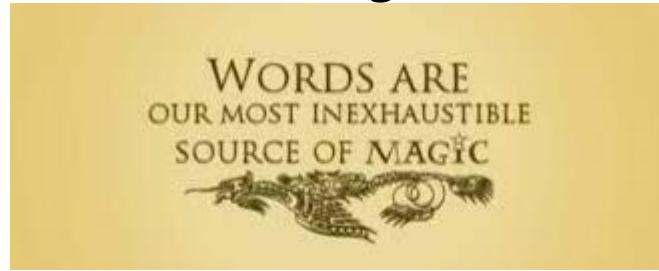




# Writing



## Curriculum Intent

At St. Joseph's we aim for children to develop a love for writing as a lifelong means for communication and expressing oneself. The intent is for children to write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences. We will also develop the children's ability to appreciate the richness and power of the written word. We want children to leave our school speaking clearly in front of an audience and we tailor our curriculum to allow children the opportunity to talk and discuss ideas in pairs, groups and to the class. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want the children to develop independence in being able to identify their own areas for improvements in all pieces of writing, editing their work effectively during and after the writing process. We believe that all children can achieve in this area of the curriculum and we do not hold pre-conceptions about any pupils' ability to make progress.

## Implementation

At St. Joseph's, we follow the National Curriculum for English. Writing outcomes are developed across 2-3 week units, based on specific genres of writing often applying the skills to writing in other areas of the curriculum. Children begin by developing their oracy skills and range of vocabulary, learning how to talk about writing. They use a range of short writing activities to really build their confidence with the genre. All grammar and sentence structure teaching is embedded within the context which really helps the children to develop as writers, understanding the impact on their audience.

A teaching sequence begins by engaging children's imagination using a variety of stimuli; including high-quality texts, images, short video clips, immersive real-life experiences and through subjects in the wider curriculum. The teaching focus then moves to understanding and analysing the text and studying the language and phrasing, as well as structure and features of the chosen genre. In all year groups, children study a variety of text types and genres; including recounts, news reports, explanation texts, poems, plays and stories of all kinds.

The teachers use of model text and stimuli to improve writing is supported also by Alan Peat's sentence types. These are applied through a variety of short-burst written activities, leading to

the children writing their own 'imitation' of the text. Lots of engaging activities are used to really immerse the children in the text, ensuring a vocabulary-rich experience.

At the end of the writing sequence children plan for an extended write to apply the skills and language patterns they have learnt.

Teachers constantly refer to a range of methods that can support the children in their writing. Genre Features, Vocabulary, Sentence Openers and the concept of being a 'Magpie' for words and phrases the children have 'pinched' to be used in their writing. Different word classes are identified in a range of example texts to consolidate and improve understanding of how best to use words and structure sentences.

We encourage children to always take pride in their writing and to respect their books. They complete writing work in their 'I am a Writer' books at Phase 2 and English books in Phase 1. There is also evidence of writing across the curriculum in the appropriate books.

The National Curriculum spelling statutory requirements are taught using the RWI Spelling Programme to ensure consistency across the school. In EY and KS1 spellings are linked to the phonics being taught.

In EY, the focus is on small steps. Starting with fine motor skills, writing the initial sound, using 'Fred Fingers' to write simple words, moving on to writing captions.

## **Impact**

- Children make good progress in the quality of their writing content, genre and sentence structure.
- Children are confident writers who are able to respond to a stimulus, in their own choice of genre.
- Children understand the power of the written word and the potential impact on the audience.