

WRITING CURRICULUM INTENT



What we aim to achieve in Writing

At St Michael's Church of England Primary School, we want all pupils to develop their writing skills and techniques to confidently communicate their knowledge, ideas and emotions. Children will be taught within the four parameters of writing: to entertain; to inform; to persuade and to discuss with a real awareness of purpose and audience.

We want pupils to acquire a wide vocabulary, a solid understanding of grammar and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at primary school. We want our pupils to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a clear, joined handwriting style by the time they move to secondary school. We actively encourage pupils to edit and draft their own writing, learning from their mistakes. Pupils are supported to become independent learners, so as to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

All pupils are challenged to write to the best of their ability in a creative, imaginative and formal, factual style to engage their reader, within the subject of English and also across the wider curriculum. We understand the importance of parents and carers in supporting their children to develop both their grammar, spelling and compositional skills, therefore we want to encourage a home/school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

BIG IDEAS

COMMUNICATE – I am a writer because I can record my thoughts and ideas effectively. I can communicate them for a variety of purposes so as to engage my audience.

ACCURACY – I am a writer because I use accurate letter formation, spelling, punctuation, grammar and language choices carefully to ensure I communicate clearly.

CREATIVITY – I am a writer because I use my creativity, imagination and adventurous language choices to compose engaging pieces of writing.

WRITING IMPLEMENTATION



How we deliver writing

Classroom Organisation

We teach English as whole class lessons, so that all children have access to quality first teaching and age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for less able or reluctant writers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to differentiated materials such as word banks, a greater level of modelling. More able learners are given the opportunity to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader by using a higher level of vocabulary and grammar features.

Writing Lesson Sequence

Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Units will take between two and three weeks to complete and the outcome of each unit will involve the pupils' using their acquired writing skills to write an extended piece of writing within that specific genre. The structure of the writing cycle is illustrated in the diagram below.

Real texts are used to inspire our learners and to identify the key features of different genre types and record in working writers' toolkits. Within school, we are building up our own resource of meaningful texts across all genres, to share with the pupils to inspire their own writing. Through the use of real authors' work pupils learn key grammatical and text features and their purpose to interest and 'hook' the intended audience.

Purposeful links can then be made to teach these grammatical and text features in our early morning SPAG lessons. (This is also further consolidated within the main English lessons). It is key that the genre type drives simultaneous punctuation and grammar work whenever possible to make meaningful learning links to our young writers. For example, if the pupils are learning about recounts, grammar work may focus on first person, precise verbs, irregular past tense, time conjunctions or adverbs. These key language features would then be taught and embedded in a meaningful context which motivated the young writers.

The next stage is to enthuse pupils with a purpose and a real awareness of their intended audience. No pupils should be expected to write, unless they have something to say.

We believe pupils become engaged in the writing process when there is a clear reason for their writing and it is explicitly clear who would be reading their work.

The writing process involves careful, planned explicit teacher modelling of the specific language features initially taught in our grammar sessions. Teachers often use ideas generated from the pupils to orally rehearse, draft and edit sentences. Through this shared oral process, pupils are encouraged to see the process of writing. Effective sentences are shown to evolve, through saying your ideas out-loud, substituting words, adding additional precise vocabulary or phrases all add impact for your reader.

The teacher may employ the "my turn, your turn" method which gives step by step support and choice to learners but explicitly shows **how to** write – and not just tell them to write.

Pupils will be given regular opportunities to write at length and be expected to write at least a paragraph most days. Scaffolds of key vocabulary and sentence structures should be available to support pupils with SEN.

Developing enthusiastic, independent writers, who are confident to orally share their ideas, plan, have a go, try new writing techniques, edit and draft their work to improve its effectiveness underpins our teaching and learning approach.

Within school we use RWInc Phonics to build early, emergent and independent writing skills. Pupils then take part in RWInc Spelling to learn the necessary spelling rules and exceptions.

Our Editing Code

Encouraging pupils to re-read their own writing and revisit their own writing is key to improving their effectiveness, independence and confidence as writers.

A drafting/editing code is used throughout school. Staff respond to pupils' writing in relation to the composition and content.

Pink/Red positive comments are specific and clearly emphasise the learning in relation to the content/composition.

Green for (growth) teacher direction to improve the effectiveness of the writing in relation to the content/composition

IMPACT

Summative Assessment

All pupils will take part in a summative writing assessment at the end of every term. This will be assessed and moderated within school and with other cluster schools as part of an annual cycle. The assessments will be linked to the genre types that have been taught and aim to give a true reflection of the pupils' ability to write for a given purpose/audience with suitable vocabulary and grammatical awareness linked to age related expectations.

- Pupils will enjoy writing across a range of genres.
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Pupils will have a wide vocabulary that they will use within their writing.
- Pupils will have a good knowledge of a range of authors.
- Parents and carers will have a good understanding of how they can support reading at home and contribute regularly to home-school records,
- The percentage of pupils working within age related expectations within each year group will be at least in line with National Averages.
- The percentage of pupils working at greater depth within each year group will be at least in line with National Averages.
- There will be no significant gaps in the progress of different groups of pupils (disadvantaged, SEN, boys, younger in cohort, PP).