

Writing Curriculum – Statement of Intent

Writing Intent

At Tonwell St Mary's we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. Children's reading is inseparable from their writing and the two strands intertwine throughout all years.

- 1) We want pupils to acquire a wide, purposeful vocabulary which allows them to make precise language choices to communicate.
- 2) Our children will have a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- 3) We want Tonwell pupils to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. Writing will be imbedded across all areas of the curriculum to a consistently high standard.
- 4) 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.
- 5) We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.
- 6) We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.
- 7) We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Our writers will have the tools they need to participate fully as an engaged member of society. Our children are equipped for their future...including changes that we cannot even anticipate now.

At Tonwell St Mary's we intend to:

- Use letters and sounds to develop the use of phonics in EY and KS1
- Support KS2 children by providing additional phonics teaching where needed
- Use alternative strategies other than phonics are in place to support readers that need different pathways through reading
- Have daily writing sessions throughout the week and set times to teach the skills of editing and upgrading.
- Have attractive, organised and enticing class libraries
- Set children weekly spellings from the statutory spelling list from each phase and also from the Penpal Scheme.
- Teach handwriting discretely with weekly taught sessions in KS2 using the Penpal scheme.
- Teach letter shape daily in phonics sessions in the KS1 and Early Years using the Penpal scheme where appropriate.

- Display complex speed sound large charts and individual charts in KS1 and KS2 classrooms.
- Develop our enrichment days by working with authors and having a whole school focus on an author or text.
- Target reluctant writers and enthuse all by engaging with them with specific topics and writing tasks to appeal to their personal preferences and then read with them in school

Implement

Classroom organisation:

- We teach English in combined year groups in KS2. Currently Years 3 are taught together with a differentiated curriculum for a large group of Sen learners. Within these lessons teaching assistants target support for these children with specific interventions to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. Working walls are used throughout KS1 and 2 to support children's learning.
- Years 4,5&6 are currently taught together. All children have access to the age-related skills and knowledge contained in the National Curriculum. High achievers are given opportunities 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 and by using a higher level of vocabulary and grammar features.

Spellings:

- Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Penpal Scheme to support their teaching and to provide activities that link to the weekly spellings.
- Children are given spellings to learn each week and are given a spelling test the following week.
- When marking work, teachers identify words that children have spelt incorrectly and then children complete I.s.c.w.c activities to enable them to focus on learning these spellings in context. In Upper KS2 children are then encouraged to identify these incorrect spellings in their own writing and correct them.
- Early Years and KS1 take part in a daily phonics program using letters and sounds.

Grammar and Punctuation:

- Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. In UKS2 discrete teaching of these elements is taught in preparation for the SPAG test. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome.

English 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 four weeks to complete, and each week contains an Extended Write which

will be used to assess the pupil's skills against the agreed success criteria. The Herts Curriculum for English is used regularly throughout each year.

- Every narrative unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit.
- Teachers and Pupils use the Herts silver, gold and platinum standard assessment sheets to reflect on written work prior to editing.

The teaching of writing throughout the school shows clear progression in line with age related expectations. Pupils are challenged and those who are identified as SEND or underachieving are supported completely, revisiting phonics learning where needed or by addressing certain aspects of comprehension.