

Writing Curriculum Statement

Curriculum Intent

At St Mary and All Saints CE Primary School, we believe that writing has an important place in education and in society. It is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child through life. Through our teaching of writing, we intend to impart pupils with the knowledge, understanding and skills they need in order to reach their potential as individuals. We aim that our children understand the social functions of writing in order to use different genres of writing appropriately by considering its purpose and matching it to its audience. Furthermore, it is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. In addition, it is our aim that all children have a joined, legible and increasingly efficient handwriting style.

The teaching of writing within the English curriculum has been carefully considered to enable our pupils to become more confident and creative writers. We wholeheartedly embrace the National Curriculum's expectations and are deeply committed to enhancing our students' educational journey with a strong emphasis on writing development. We aim to help our children develop these skills in the following ways:

- introducing and deconstructing a wide variety of model texts, covering a variety of genres
- by exposing and teaching high level vocabulary
- giving children opportunities to write for authentic purposes and across a range of subjects
- ensuring children have opportunities to talk about and plan their writing
- a solid understanding of grammar and ability to use it accurately
- giving children opportunity to evaluate, revise and edit their own work as well as offer feedback on the work of their peers
- to be able to spell, not only the prescribed spelling words but also words connected to the wider curriculum
- take pride in their work and its presentation, including their handwriting

We emphasise the close link between reading and writing, urging our students to harness their reading experiences as inspiration for their own writing endeavours. This approach fosters creative thinking and appreciation for language.

Our writing curriculum aims to enable pupils:

- To know, understand, and be able to write in a range of genres and text types.
- To write for real or imagined purposes.
- To plan, draft, discuss, revise and edit their own writing, and develop into reflective writers.
- To know that writing is different from speaking.
- To write clearly, accurately and coherently using punctuation correctly.
- To recognise that writing should have a clear purpose and audience.
- To adapt their language and style in and for a range of contexts, purposes and audiences
- To develop understanding that writing is both essential to thinking, investigating, organising and learning, and enjoyable in its own right.
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To make connections between pupils' reading and writing so that they have clear models for writing.

- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.
- To have fluent and legible handwriting

Curriculum Implementation

We have developed the St Mary and All Saints Writing Cycle which is a comprehensive framework that guides our students through the entire writing process, from planning and drafting to editing and publication. A significant component of our curriculum is the encouragement of text-based discussions and vocabulary enrichment. These aspects provide a solid foundation for effective writing. We prioritise planning, interactive learning, collaboration, and constructive feedback to empower students throughout their writing journey. Our long-term planning introduces students to a variety of writing purposes, forms, and audiences, enabling them to adapt their writing styles for different contexts. Our teachers play a pivotal role as writing mentors, demonstrating the writing process and providing guidance as students engage in their own writing projects.

Writing is taught using the 'St Mary and All Saints CE Primary School Writing Cycle' which was thoughtfully designed to foster students' growth and proficiency in writing. Our approach, which is structured in a clear and comprehensive manner, unfolds in distinct stages throughout each unit.

Cold Task (Beginning of Each Unit where it is appropriate): Before formal teaching begins, students engage in a task that challenges their existing writing abilities within the upcoming text type. This initial step sets the foundation for the unit's focus.

Explore Stage: Pupils delve into the core text for the unit, engaging in whole-class reading, grammar lessons and practising writing for various purposes and audiences. Drama, speaking and listening activities and examination of exemplification texts collaboratively build unit success criteria.

Co-create Stage: In this phase, we revisit and refine the success criteria for the unit. Teachers model the planning process by creating a piece of writing in the same genre as the unit outcome. Children and teachers collaborate, with ample scaffolding, to craft pieces of writing aligned with the unit's goal.

Sparkle (KS1 Children) / Time to Write (KS2 Children): During this stage, children have the opportunity for independent planning and writing, supported appropriately to ensure both challenge and support. Their independent writing is assessed against the unit's success criteria.

Polish Stage: This stage is dedicated to editing, improving, and sometimes publishing the work. The essential skill of refining one's writing is consistently taught throughout the school.

Reach for the Stars:

In the final stage, children have the opportunity to write in a different genre or from a different perspective. Genre selection is often guided by the children themselves, fostering creativity and individual expression. This stage is taught from Year Two Spring Term and above.

Our writing program is designed to encourage progressive skill development, active collaboration, and independent creativity at each stage. It allows students to continuously enhance their writing abilities while promoting a strong sense of ownership over their work.

Curriculum Impact

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps.

- Formative assessment grids (statements taken from progression map)
- Constructive marking with 'next steps' and 'modelling' where appropriate. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in purple pen
- Four to five pieces of 'Best Writing' per term

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of Key Stage Two, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.