

Writing Curriculum

At St Mary's, we aim for all pupils to become fluent and able writers who have the means and confidence to write for a variety of purposes. Therefore, writing is at the heart of the curriculum. We have high aspirations for all our children which means that we believe all pupils, regardless of additional need or disadvantage, should be able to communicate clearly and efficiently in the written form. Writing is a powerful means of communication which builds on the spoken word and what has been read. These vital skills of communication, language and literacy are necessary to allow pupils to function, engage and contribute within our community and in the wider society.

The writing journey begins in Early Years with emergent writing in the form of mark making and letter formation as part of the well-sequenced, challenging, creative and play-based Early Years Curriculum. We ensure that a high-quality literate environment has been created, which reflects children's interests and ignites their desire to write. Opportunities for writing are frequent. This begins in the Early Years and remains of great importance through to Year 6.

Our Writing Curriculum is just as ambitious as the National Curriculum and includes the National Curriculum aims of:

- **transcription** (spelling and handwriting)
We currently use the Nelson Scheme to promote correct letter formations and cursive handwriting. Spellingshed is used to support the teaching of spelling.
- **composition** (articulating ideas and structuring them in speech and writing). We follow Classroom Secrets GPS Scheme from Years 3-6.

We have high expectations in place around the vocabulary children use. Through the rigorous teaching of reading a wide range of **vocabulary** is collected and defined to be used in independent writing.

St Mary's Writing Curriculum provides a bespoke writing process built around text led units of work which develop vocabulary, reading and writing skills through a mastery approach. Our writing process reflects research and includes formative assessment, which then informs which key writing skills need to be taught. A comprehensive mix of shared, modelled and guided writing develops writing fluency and confidence. Summative assessment is then used to inform future planning. Children are taught key writing skills through non-negotiable basic writing skills, mastery skills for each year group and feature skills which are genre specific. Standard language is used for writing across the school so children have a solid understanding of the writing process. Furthermore, we ensure that: children are taught the key features of a wide range of different genres; children have opportunity to write independently; assessment for learning strategies are woven

throughout and that cursive handwriting is expected and taught explicitly and frequently from Year 2. Throughout the whole process we strive to engage the interests of the children and to widen knowledge and experience of the wider world, further afield than the immediate environment.

Writing is celebrated across the curriculum. Children have the chance to publish their final pieces to share with others via Pobble. We want all children to be proud of what they have achieved and our bespoke writing curriculum makes this possible.

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

EYFS End of Year Expectations

Speaking:

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Writing:

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Spoken Language: Year 1-6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)

- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

National Curriculum Aims

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Pobble

As a school we celebrate children as writers and use Pobble as a platform to showcase their work. This is a celebration of skills that they have used - with an emphasis on purpose and audience.

