**Curriculum intent for Writing at St John’s Upper Holloway**

**Intent**

At St John’s Primary School, we believe that writing is a vital, life-long skill. We want our children to have the skills to express themselves and communicate their ideas clearly and creatively using the written word. We foster a culture where children take pride in their writing, adapt their language and style for a range of contexts and confidently use the essential skills of grammar, punctuation and spelling. We allow children to develop their own writer voice.

Our principle aims from the National Curriculum for England are to ensure that all pupils:

* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* to use an increasingly wide selection of vocabulary
* use the essential skills of grammar, spelling and punctuation.
* fluent, legible and, eventually, speedy handwriting.

Our Writing curriculum has been chosen to reflect the opportunities and challenges we face within our own school and to ensure that it engages our pupils as fully as possible. To reflect the context of our school, we have designed a writing curriculum that will:

* Meet the wide range of needs of our pupils with SEND, whilst using supporting texts that reflect the diverse background of our pupils in terms of gender, race or social background. Learning is closely matched to the needs and experiences of the individual child.
* Focus on supporting the physical and mental health and wellbeing of pupils by providing engaging learning that is suitably pitched and offers challenge to inspire high aspirations and a sense of achievement. We support staff by making sure that planning is manageable as part of a focus on work-life balance.
* Provide opportunities for active parental engagement through learning platforms like spelling frame.
* Develop pupils’ oracy and vocabulary through using high quality texts (both fiction and non fiction) to stimulate discussion and writing. This is one of the central ways in which we seek to develop pupils’ cultural capital.
* Support our vision statement of ‘Love each other as I have loved you’ (John 15:12) and develop our six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe children develop perseverance and courage through the challenge we build into our everyday writing curriculum and show love and friendship when working cooperatively with their peers. Through our use of audience and purpose children write creatively for a purpose.

Our curriculum aims to enable all children, regardless of their starting points or background, to grow and learn.

The content of our Curriculum is closely matched to the national curriculum and enables a clear progression of skills and knowledge, both within a unit and across units and year levels. An outline of our curriculum can be seen in the attached documents.

**Implementation:**

**We** develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts. Our writing curriculum is underpinned by the research of CLPE (Centre for Literacy in Primary Education) and linked, where possible, to the wider curriculum. The curriculum map outlines the texts chosen from the Power of Reading program. These high quality, rich texts are used as the stimulus for our writing and tasks are engaging and meaningful. Children write in a range of text types and real authentic writing tasks provide the children an audience and purpose, allowing writing to be applied to real life contexts.

Over a unit, children will be immersed in a text where they hear rich language models and structures from which children can learn how writing works. Opportunities to respond creatively and imaginative, such as art, drama and role-play, music and movement and small world play allow children to explore their ideas. They are then encouraged to deconstruct texts to identify key grammatical, structural and language features. Finally, children are then encouraged to

plan, draft, revise and edit to strengthen all parts of their writing.

Teachers draw on their class text to enrich vocabulary, making sure children understanding what the words mean and how and why they are used and the best ways to effectively impact the reader.

Children are expected to transfer their learning in writing to the wider curriculum, providing high quality writing in all books. Children are expected to transfer their key topic knowledge and

vocabulary into their writing where appropriate.

**Within** the Early Years children engage in rich, authentic writing activities based around a core text, selected from the CLPE Power of Reading program. Children are encouraged to develop correct letter formation and to apply their ever expanding phonics knowledge, making plausible attempts at spelling words. Alongside this, writing is encouraged through the use of different writing materials, as well as writing for a purpose within the classroom provision, for example in the role-play areas, writing postcards, menus, invitations, labels etc.

A range of strategies are used to teach writing:

**Modelling Writing:** when a teacher writes a passage of text in front of the class. A teacher will carry out a process of 'thinking aloud' when they are modelling writing. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

**Shared Writing:** children collaborate with the teacher to jointly construct a written text. The teacher acts as scribe, prompting, questioning and supporting the students as the text is shaped.

**Guided Writing:** Pupil groups are needs led and are identified through ongoing assessments. The teacher or other adult works with the group on a carefully selected task appropriate to that group’s needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece.

Misconceptions, gaps in learning and common errors will be addressed through targeted group work.

**Independent Writing:** Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit, innovate and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

**Phonics and Spellings:** We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. This exceeds the expectations of the KS1 national curriculum. Across KS2 **d**iscrete spelling lessons build on pupil’s phonic and spelling knowledge and match the national curriculum. We use No- Nonsense spelling to support progression and planning.

**Impact:**

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences.

Assessment in writing is ongoing and feedback is purposeful and used to move children’s writing on. Each half term children complete an independent written task, based around what they been learning in class, as a summative assessment. Teachers use individual assessment grids to track progress and aged related outcomes over the year. End term assessments are tracked using Arbor.

Progress across classes is closely monitored by the subject leader and senior leadership team. Monitoring will include: regular book looks, lesson observations, gathering evidence of good practice, pupil voice interviews, looking and regular learning walks. The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.

Most importantly, our children will have the skills to express themselves and communicate their ideas clearly and creatively using the written word.

If you were to walk into a Reading lesson at St John’s C of E Primary you would see:

* Motivated and engaged children who can talk about their learning
* Authentic and purposeful writing tasks
* Opportunities to respond creatively
* Opportunities for children to work independently and collaboratively, sharing ideas, challenging each other and refining their ideas
* Learning walls with prompts that clearly support children’s learning
* High quality texts to inspire