

Curriculum Statement of Intent

Teaching and learning of: Writing



INTENT	<p>At Thorpe Primary School</p> <p>It is our expectation that every child will leave our school with the skills of a proficient writer who is able to express their thoughts and ideas confidently and creatively through the use of the written word. Our aim is to create writers who have the following skills:</p> <ul style="list-style-type: none"> • the ability to write with fluency and stamina • can write for a particular purpose taking into account the audience the writing is intended for • can imitate the language, structure and punctuation devices used in effective writing models • can use an extensive bank of vocabulary and an excellent knowledge of writing techniques with which to communicate the written word with the correct voice and tone • can display excellent transcription skills that ensure their writing is well presented, punctuated, and spelt correctly. • can review, edit and proof-read their writing so that every piece of writing they produce is to the best of their ability and better than the last. 			
	Underpinned by	<p>The teaching of knowledge & skills</p> <p>Teachers teach the skills needed to succeed in writing by providing examples and having high expectations. GPS skills are woven into the curriculum through high-quality modelling.</p>	<p>The application of skills</p> <p>The development of pupils' composition skills will ensure they can form, articulate and communicate ideas, organise them coherently for a reader, showing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We aim to encourage pupils to develop fluent, legible and, eventually, speedy handwriting.</p>	<p>Inclusion</p> <p>The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all.</p>

1	EYFS	KS1	KS2
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<p>The aim of the early years writing curriculum is to support children’s learning and development by closely matching what they provide to each child’s current needs. Initially, our children will begin to discriminate between the marks that they make. Following this, our children have opportunities to talk and ascribe meanings to marks that they see in different places supported by systematic phonics programme. By the end of their journey through early years, our children will use their phonic knowledge to write words in ways which match their spoken sounds. They will begin to write simple sentences which can be read by themselves and others and spell some words correctly and others are phonetically plausible.</p>	<p>As our pupils move into year 1, they use developing skills to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Alongside this, pupils will develop their vocabulary and understanding of grammar, as well as their ability to spell by encoding using rigorous and systematic phonics programme. They will begin to compose individual sentences orally and then write them down. They will learn to spell many words outlined in the English Curriculum (appendix 1) and make phonetically plausible attempts to spell words they have not yet learnt. In Year 2 our children will continue to learn spelling patterns through a systematic programme – in line with expectations - to support their written work. In addition, as they progress through the year, they will learn to form individual letters correctly, establishing good handwriting habits from the beginning. During this phase in their journey, our children will experience a wide range of writing opportunities to develop their understanding of writing for a purpose and an audience by publishing their work.</p>	<p>As they begin to move through lower key stage two, our pupils learn to write down their ideas with a growing degree of accuracy and good sentence punctuation. As they explore different genres, they will consolidate prior writing skills. Through our very carefully planned and sequenced English curriculum, 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. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education in Key Stage 3, 4 and beyond.</p>
Curriculum Approach		Handwriting
<p>The curriculum content is carefully planned by teachers from a long-term plan. Every unit considers the prior learning that is a prerequisite for that unit and builds on that knowledge to develop a deeper understanding of that concept. Knowledge is explicitly taught to pupils and carefully sequenced. Opportunities for extended writing appear throughout the curriculum. This can be seen through the use of Double Page spreads in the foundation subjects. These have a clear purpose and audience and crucially allow the pupils to write for a purpose and apply skills in a different subject.</p>		<p>In EYFS and Year 1, children are taught letter formation and beginning writing as part of the phonics and writing programme from Read Write Inc. Cursive handwriting is taught from Year 2. Children follow the school letter formation policy which is displayed in all classrooms.</p>
SEND	Resources	Questioning
<p>To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers ensure their planning meets the needs of all children; changes to pedagogy are also considered and changes to content are made in consultation with the Writing Lead and the SENCO.</p>	<p>Children have access to appropriate writing implements and books as needed. To ensure that the learning environment in all classes is consistent and supports the teaching and learning of writing, all classes contain the following: An enticing reading area including dictionaries and thesauruses. English resources on tabletops in classrooms including Phonic Phase Mats - Common Exception Words, a working wall, phonic phase posters (as appropriate), Handwriting displayed - Shared and modelled writing.</p>	<p>Teachers use a range of questioning strategies to establish children’s current understanding and to develop their learning. Teachers use cold calling, think pair share and other walkthroughs.</p>

IMPACT	<p>In order to measure the impact of our writing provision, we complete regular monitoring and assessments. All teachers complete assessment in the form of responsive teaching within every lesson and within subsequent, follow up lessons to ensure all gaps, misconceptions and errors are addressed.</p>			
	Evidence in knowledge	Pupil Voice	Skills	Assessment
	<p>Writing is formally assessed termly. Writing moderation and support takes place termly. Writing is moderated with the support of the writing lead.</p>	<p>Children are enthusiastic about writing; they are able to talk about the different pieces they have written. Children are confident to talk about their previous learning and learning across their current and previous year groups.</p>	<p>Able to understand and correctly utilise subject specific vocabulary - children are able to say how they have made a piece of writing successful by identifying what GPS features they have used and how these have impacted the reader.</p>	<p>To measure the impact of our writing provision, we complete regular monitoring and assessment. Teachers complete formative assessment in the form of responsive teaching and within subsequent, follow up lessons to ensure all gaps, misconceptions and errors are noted and addressed.</p> <p>To measure the impact of our writing provision, we complete regular monitoring and assessment cycles.</p> <p>We assess writing on a regular basis using our writing assessment grids</p>