



# St Paul's Catholic Primary School

'Do Everything with love.'

## Writing Statement

### INTENT

At St Paul's, we shape our writing curriculum to ensure that it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for writing, to provide a broad, balanced and differentiated curriculum and ensure the progressive development of knowledge and skills. We aim to teach pupils to speak and write fluently in standard English so that they can communicate their ideas and emotions to others effectively and through their reading, writing and listening, others can communicate with them.

We will deliver a high quality writing curriculum within a safe and enjoyable environment. We will promote high standards of language and literacy at every opportunity enabling children to develop and sustain the skills of language essential to participating fully as a member of society.

Our teaching will ensure that children will:

- . Communicate and articulate ideas effectively through writing ensuring that they are organised coherently for readers showing awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
- . Use discussion in order to learn and be able to elaborate and explain clearly their understanding and ideas through the written word.
- . Develop competence in transcription and composition. Children will be able to plan, revise and evaluate their writing.
- . Write legibly, fluently and at speed and length when required and control their speaking and writing consciously using Standard English.

The writing curriculum is planned to be enriching and challenging where children will experience the opportunity to learn and develop skills in a wide range of contexts through varied mediums and high quality and varied texts.

Learning will develop their resilience, curiosity and develop their ability to become reflective learners and effective writers who work cooperatively with each other and independently. We want children to enjoy and love learning about language and demonstrate their learning through their own writing. Children will gain the above knowledge and skills, not just through experience in the class but also through experiences and enrichment opportunities.

## IMPLEMENTATION

The subject leader for writing will monitor, evaluate and review the implementation of the subject throughout the school. This will ensure that there is a high standard of teaching and learning within the subject and that the curriculum is progressive throughout the whole school.

Writing will have:

- Enrichment opportunities through educational trips, visitors and events so that a love and passion for language and writing is promoted.
- Curriculum maps which states the NC objectives that are being taught for each half term so that we can ensure progression throughout the curriculum.
- Knowledge Organisers including key vocabulary and strong cross curricular links to other subjects so that language is rich, relevant and demonstrated across subjects by children.
- Links to high quality core texts that support writing and develop cross curricular work and learning so that children are constantly absorbed in language, rich texts relevant to their current learning across the curriculum.
- Additional high quality models from a range of genre and mediums that promote rich vocabulary so that children can derive further language at all opportunities from a multitude of contexts as well as unpick structure and language features further.
- Regular opportunities for children to learn through teacher modelling (both shared and guided) so that existing writing skills are built upon and children learn the thought process of the writer through draft to editing stage.
- Opportunities to showcase children's writing in a multitude of genre and mediums so that children's writing is broad and developed across contexts.
- Have high standards across all subjects so that the value of writing is consistently upheld.
- Half termly independent writing opportunities (minimum) so that teachers can conduct accurate assessment against national writing frameworks.
- Regular writing moderation across the school, cluster and local authority (Year 2 and 6) so that we can monitor that standards of our writing assessment are consistent.
- A celebration at the end of each term to celebrate those who have excelled and progressed in writing so that children see the importance of the subject.

## IMPACT

The impact and measure of this is to ensure that children at St Paul's are equipped with the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as literate adult, communicating effectively in the wider world.

Teaching of the writing curriculum will be rigorous, personalised, innovative and learning-centred. Children will be resilient, questioning, resourceful and independent as well as self-aware learners, with well-formed characters, who have a thirst for learning and see it as a route to maximising their life's chances.

Children will make good or above progress from their starting points and will demonstrate this through independent writing opportunities assessed against national frameworks.

By the end of Year 6, children will be able to:

- Read and write sufficiently fluently and effortlessly for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.
- Reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.
- Consciously control sentence structure in their writing and understand why sentences are constructed as they are.
- Understand nuances in vocabulary choice and age-appropriate, academic vocabulary.
- Be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.
- Understand the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.
- Understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.