

Curriculum Intent Statement

Writing
at
St Paul's Peel CE Primary School



Intent

Writing has an important place in education and in society and is a key priority on our School Improvement Plan for the 2024/25 academic year. At St Paul's Peel CE Primary School we intend to equip children with the essential skills needed and the ability to use writing as a tool to communicate with confidence and accuracy throughout their time in education. We also want children to recognise how writing remains a key communication skill in life beyond education and the opportunities 'a love of writing' can lead to in the world of work. With this in mind, it is our intent that children understand the different genres of writing by considering its' purpose and intended 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.

Through our teaching of writing, we intend to impart pupils with the knowledge, understanding and skills they need and facilitate writing opportunities that interest and inspire them, to reach their potential as individuals.

Implement

At St Paul's Peel CE Primary School, the English curriculum has been carefully planned to provide children with models of good writing.

Starting in Nursery and Reception, early writing and phonics are taught following the Read Write Inc phonic scheme. Our English curriculum is rooted in high-quality texts which selected with the age, needs and interests of each cohort in mind. These are carefully chosen to enhance other areas of the curriculum and are interesting and inspiring. Each term, set fiction and non-fiction text types are covered as well as poetry units of work. These are revisited in later year groups to enable a progressive approach to 'mastering' writing for a range of purposes and audiences. Our Progression in Text Types document maps out objectives for each year group (from Reception to Year 6) to illustrate the progression within the text types planned. This document is fully compliant with the National Curriculum and places prior learning and 'buildable' knowledge, skills and understanding at its core.

Units of writing are carefully planned and taught using a structured writing sequence (The S journey of learning) which contains key elements of grammar, punctuation and spelling appropriate to the year group. Throughout the teaching sequence, the children are given the opportunity to analyse high quality writing examples of a particular text type, practise different writing skills which they build up during the unit to apply to an independent piece of writing specific to a text type.

Throughout the unit, teachers and support staff also look where children need extra assistance and offer swift intervention sessions to provide the children with the skills to produce high-quality writing.

We have a dedicated weekly spelling lesson, following the Spelling Shed scheme where children *'will continue to build on the firm foundations built whilst studying phonics in their early years of education. They will break down spellings into the smallest units of sound and cluster them into syllables in order to read and write words efficiently. Through adult-led discussion and investigation children will become more secure in their knowledge of English orthography based on the frequency and position of the sounds within words'* ([spellingshed.com](https://www.spellingshed.com) 2022).

Responsive tasks are planned in response to pupils' learning. These are called; 'first of all' tasks and provide an opportunity to secure pupils' learning ('revisit it'), introduce a new step in learning/model explicitly ('teach it') or deepen their knowledge/understanding ('stretch it'). These are provided each lesson and are planned as part of our marking and feedback policy.

Impact

A wide range of strategies are used to measure the impact of our Writing curriculum. The impact of learning is measured through formative and summative assessment. Children are assessed against key performance indicators each term.

English book looks are completed regularly by the subject lead/English consultant and SLT in order to assess strengths and weaknesses in specific teaching sequences.

Teacher assessments in writing are submitted on a termly basis and children who are not achieving in line with expectations are given further intervention sessions in order to address any misconceptions and to allow children to progress with their learning. Pupil Progress meetings are carried out to discuss pupils who may need further intervention to support/challenge and through a professional dialogue and sharing of best practice/ideas; SMART targets are set to maximise learning potential within this area of the curriculum.

Teachers from across the family of schools meet annually in order to moderate writing, and we carry out our own internal moderation process in line with the LA moderation cycle (of which we are included) in the Summer Term to ensure end of year judgements are accurate and fair.