

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 2022/23 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 Monster Phonics DfE accredited scheme. Texts are selected with the age, needs and interests of each cohort in mind and our Long Term Plan allows these to be adapted each year to ensure texts are relevant, 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 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 and they complete the unit with an independent piece of writing specific to a text type.

We refer to the planned, intended writing outcome as our taught write. Opportunities are then planned across the curriculum to apply this learning to a different context; a report in Science or journalistic piece in History - this is known as our applied write. Alongside these writing opportunities, 'short writes' are built into each unit of work to allow children the opportunity to use

writing as a means to communicate their understanding, engagement and response to the texts being used; e.g. writing in role as a character, letter of advice for characters. This breadth of writing opportunity ensures writing underpins our English curriculum and provides the necessary teaching and learning opportunities for children to succeed within this area of the curriculum.

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.

At St Paul's Peel CE Primary School, we have recognised the disruption and impact the pandemic has had specifically on pupils' acquisition of grammar conventions and spelling rules. To this end, we have introduced a dedicated weekly spelling lesson with school, 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).

We have also introduced a grammar focused starter activity in English lessons, across Year 1 to Year 6 that revisits and consolidates the key grammar conventions of current and previous year groups to embed this firmly within the long-term memory.

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 (identified as mild, medium, hot; mild = previous year group, medium = current year group, hot = following year group) at the end of each teaching sequence. These are kept in the back of each child's English book and easily visible to both children and teachers. An overview of our [My Writing Journey: Progression Document](#) can be seen on our website.

English books are scrutinised by the Senior Leadership Team on a half-termly basis 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 termly by the SLT and English lead 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.