

Caton St Paul's C of E Primary School Writing Curriculum Statement

INTENT	<p>Our intentions: At Caton C of E Primary School, we know that English and Communication are fundamental key life skills. Through our English curriculum, we provide pupils with the opportunity to make good or better progress in their writing whilst still developing key knowledge and communication skills. Through engaging lessons and creative thinking, we immerse the children in high quality texts. As a whole school team we constantly provide children with opportunities to write for a purpose and ultimately for their pleasure.</p>				
	<p>Language/Vocabulary: Our intentions for vocabulary in English and Writing is to expose all pupils to year group specific written language taken from the English National Curriculum appendix two document. Teachers will share with the pupils the vocabulary and grammar that will be required to be used during the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate about English. Pupils will be taught how to develop their vocabulary, further enhancing their knowledge and understanding of the world around them.</p>	<p>Knowledge/Skills: The intentions of Writing in school is to create a knowledge and skill led curriculum ensuring that each and every child has the opportunity to meet their potential and gain all the fundamental key life skills that they need in order to write and communicate effectively. Throughout their time at Caton ST Paul's, pupils will be given regular opportunities to practice and apply their written skills and be able to draw upon their knowledge, both in English and writing and across subjects in our curriculum. Teaching writing across our school follows the Shared, Modelled, Guided and Independent approach.</p>	<p>Progression: Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps in K&S for the next year group. Teachers will immerse the children with quality texts where and when possible to support and engage the children along with ensuring that children are writing for a clear purpose.</p>	<p>Purposeful writing Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our writing and the topic that we are covering across the EYFS and NC. We intend children to develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning. Our intentions in writing are for children to: Write for a purpose, See themselves as real writers, Take ownership of their writing, See writing as an interesting and enjoyable process, Acquire the ability to organise and plan their written work.</p>	
IMPLEMENTATION	<p>Inclusive teaching and learning: In English and Writing all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils. - Personalised adult support, challenge, resources where necessary so that each child can achieve - Pre tutoring where necessary to teach pupils key vocabulary, knowledge and skills - Access to resources and word or sound mats to support their learning and the teaching of key skills - Use modelled, shared and guided writing to support the children and support with progress Opportunities for each child to 'self assess and peer assess' - Provide opportunities for writing to be linked to other curriculum areas where possible and suitable.</p>	<p>Subject coverage/curriculum: The programmes of study set out within each domain in the National Curriculum and EY Framework will be used to ensure children get the learning experiences that is required. The Lancashire planning unit's/bridging units and talk for write units act as the basis for teachers' planning along with the long term yearly overview. It is planned to ensure the breadth and balance of knowledge and skills are covered over time incorporating transcription, handwriting, composition, vocabulary, spelling, grammar and punctuation. Writing is linked in with reading where possible as modelled in the Lancashire planning style.</p>	<p>SMSC: All classes are taught a range of literature that develop spiritual development through discussion and debate. The study of texts and different genres gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives. Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment. Pupils are able to analyse character and events to explore the consequences of negative actions. Lessons promote cooperation and teamwork through being able to work in groups, listening to presentations and asking questions. Pupils are all given the opportunity to be independent, self-reliant and responsible for their own learning.</p>	<p>Resources: The implementation of HQLT in Writing is supported by all teachers having access to online tools to support their teaching of the English such as Letters and Sounds, Phonics Play and Oxford Owl.</p>	
	<p>Local context: Pupils are given opportunities to explore, investigate and make links to the wider world. Children are encouraged to discover their locality through different external stimuli (trips, visitors, performances, shows and musical links to our locality). We try to ensure that local experts support us in delivering high quality writing experiences where possible. We also aim to get out into our local environment and outdoor school areas to enhance teaching and learning.</p>	<p>Adaptations and Prioritisation: We have reviewed and adapted our English Curriculum as a result of missed QFT. Our T&L plans consider the disruption to teaching, and aim to secure firm foundations before moving on to new learning. Subject Leaders have met with staff and looked and talked through coverage and worked out what needs to be focused on in 2021/2022 as a result of the disruption caused in schooling in the past two academic years. New book sets have also been ordered and reading and writing teaching and learning and areas within all classrooms have been made a priority. Talk for write training introduced.</p>	<p>Evidencing teaching and learning: Each new Writing unit/genre will be explained to the children. A discussion during each lesson will share key knowledge, skills and vocabulary. Each lesson progresses on and Working/Knowledge Walls within classrooms are used in classes to build up the writing process as well as act as a support and 'learning journey' Teachers use the curriculum overview document to map coverage and teach the objectives. Children record their written work in their English books and where possible English is linked to other areas of the curriculum to enhance learning and create links. Children write for a purpose and their work is celebrated in school.</p>	<p style="text-align: center;">EYFS/KS1/KS2</p> <p>Early Years Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by.</p>	
	<p>Please see curriculum overview breakdowns for half termly units taught. These cover a full range of writing genres.</p>	<p>Please see National Curriculum for breakdown of objectives to be taught/SPAG coverage.</p>			
IMPACT	<p>Pupil voice: Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers, and school staff. Our children can offer unique perspectives on what it is like to be part of an English or writing lesson; involving them in decision-making creates a meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.</p>	<p>Knowledge: Written knowledge has been mastered when a child can confidently and securely talk about their writing knowledge using the English language to explain their ideas and can independently apply the knowledge to new learning in unfamiliar situations. All children will be able to retrieve writing knowledge and be able to reason by following a line of enquiry and develop and present a justification, argument or proof using writing language and knowledge</p>	<p>Skills: All children will enjoy writing across a range of genres, make links and apply their skills in cross-curricular topics. Children of all abilities will be able to succeed in all English lessons because skills will be appropriately scaffolded. They will have developed a wide range of writing skills that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience.</p>	<p>Cultural capital: Exposure to high quality texts as part of writing will promote cultural and moral learning. Our texts are intentionally chosen because of their moral or cultural content and feature texts by authors of differing gender and ethnicity.</p>	

