

Curriculum Statement for Literacy - Writing

Intent

At Milton Ernest C of E Primary School, we believe that writing is a life skill and all pupils should be able to confidently communicate their knowledge, ideas and emotions and enjoy the writing experience. We want pupils to acquire a wide and ambitious vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences whilst using a range of literary devices. We aim for them to become independent writers. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a legible joined handwriting style by the time they move to secondary school. We believe that all good writers refine, edit and re-draft their writing over time. We want pupils to understand what they are doing well and how they can progress further as well as developing independence in being able to identify their own areas for improvement during and after the writing process.

Implementation

We will provide:

In Reception and KS1:

- Daily Read Write Inc sessions in reception and year 1
- Jane Considine writing sessions in reception and year 2
- Pupils will be exposed to ambitious vocabulary that can be applied throughout their writing.
- Pupils will begin to learn a range literary devices through the writing lenses in the scheme
- Coverage of the key fiction and non-fiction genres appropriate for this age
- Enrichment units using the Literacy Shed schemes for opportunities to write at length across a range of genres
- Engagement in high quality texts that demonstrate genre structure, sentence structure and enjoyment and purpose for writing
- Opportunities to write across the curriculum
- Grammar taught and applied through reading and writing sessions. Occasionally, these may be stand alone lessons to introduce or reinforce an area
- Regular spelling sessions taught using the Read Write Inc spelling programme.
- Sound cards available at all times to support spelling when writing
- Daily high frequency word spelling
- Personalised high frequency word spelling sent home for spelling tests
- Development of vocabulary through all curriculum subjects
- Weekly handwriting sessions and opportunities to practice daily
- Opportunities to learn how to edit and assess their own and others' work.
- High quality feedback

- Opportunities to improve and edit work
- Termly assessment to track pupil's progress in writing and inform planning and targets
- Celebration of writing within the class and school
- Read write inc parent sessions and termly feedback through parent's evenings and reports.

In KS2:

- Daily literacy sessions
- Jane Considine sessions in lower and upper KS2
- Pupils will be exposed to ambitious vocabulary that can be applied throughout their writing.
- Pupils will use the range of literary devices taught
- Coverage of the key fiction and non-fiction genres appropriate for this age
- Engagement in high quality texts that demonstrate genre structure, sentence structure and enjoyment and purpose for writing
- Opportunities to write across the curriculum
- Grammar taught as stand-alone sessions and applied through reading and writing sessions.
- Regular spelling sessions taught using the Read, Write, Inc scheme.
- Word mats available for scaffolding and support
- Spellings sent home for spelling tests from the NC word lists and statutory requirements assessed.
- Development of vocabulary through all curriculum subjects
- Weekly handwriting sessions for both LKS2 and UKS2 as well as hand writing intervention groups
- Opportunities to learn how to edit and assess their own and others' work.
- Opportunities and times given for editing and re-drafting with peer and adult support.
- High quality feedback given through editing, marking and feedback against success criteria
- Opportunities to improve work after feedback
- Personalised writing targets for all pupils, reviewed
- Termly assessment to track pupil's progress in writing and inform planning and targets
- Celebration of writing within the class and school

Impact

It is our intention that:

- Pupils will enjoy writing across a range of genres
- Pupils will have a good understanding of how to adapt their writing based on purpose, audience and genre
- Pupils will have a wide vocabulary that they can use within their writing
- Pupils will use a range of age appropriate literary and cohesive devices when writing
- Pupils will have the skills to use a thesaurus to upskill their vocabulary
- Pupils of all abilities will be able to make progress and succeed in writing lessons
- Pupils receiving intervention will make progress
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught and develop a bank of high frequency words spelt correctly within their work
- Pupils will have a good understanding of grammar and punctuation and can apply this within their written work
- Pupils will be able to edit and improve their own and others' work
- Pupils in KS2 will be able to re-draft after making improvements
- Pupils will have a knowledge of what they are doing well and how they can improve further
- Parents and carers will have a good understanding of how their child is progressing with all aspects of their writing
- End of reception, KS1 and KS2 assessments will be at least in line with national averages
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages