



## Writing Curriculum Overview

Our curriculum includes many common aspects and themes that are woven through all year groups and across all subjects:

- It is broadly topic based
- The curriculum allows the children to relate their learning and skills to our school values of appreciation, compassion, love, perseverance, respect and trust and live their lives by them.
- Children are encouraged to learn from first hand experiences and exploration, which is built upon to learn about increasingly less familiar and more abstract ideas, concepts and places.
- Life skills are progressively taught and embedded which children can transfer to the next phase of their education, and in time to the wider world of work and the outside world
- The school grounds and immediate locality are made good use of for learning, where possible, and the children are encouraged to develop a greater understanding of Reading's place in national and international affairs, in addition to its place in the Thames Valley.

**Intent** (*Why do we teach this? Why do we teach it in the way we do?*)

At St Mary and All Saints, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word. We want children to enjoy and appreciate literature and its rich variety; we achieve this through the use of quality children's texts, books and topics that inspire and excite our young readers and writers.

Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History and Geography. We ensure that children 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 intention in writing are for children to:

- Write for a purpose
- Acquire a wide vocabulary, and be confident with how and when to apply the array of grammar and linguistic conventions for reading, writing and speaking
- 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
- Speak and listen competently to enable them to present, demonstrate and debate well
- Articulate, elaborate and explain clearly across all aspects of learning

### **Implementation** (*What do we teach? What does this look like?*)

Our whole curriculum is shaped by our school vision which aims to enable every child to be an individual, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be because 'Everyone Matters.'

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school speaking and listening, development of language and punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

In September 2020, the school implemented a new phonics program called 'Read, Write Inc.' The program begins in Early Years and includes writing. Children move onto regular writing lessons when they finish the programme at the end of Key Stage 1.

Beginning in Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. Through covering one text per term in depth, children are given the opportunity to put their writing skills into practice through two pieces of extended writing per term: one fiction and one non-fiction. Each key stage has a publication wall in which children's writing can be published. This allows every child to have a written piece of work on the walls, which can be seen and celebrated by all, as well as knowing they are writing for a purpose and being seen as real writers.

Pupils are taught discrete punctuation and grammar skills, appropriate to their year group, within our text-based approach to planning, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. This is done through the three-phase teaching approach. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

#### **Spelling:**

In Key Stage 1, spelling is taught through daily phonic sessions as part of 'Read, Write Inc.' In Key Stage 2, it's taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials.

Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

### **Impact** (*What will this look like?*)

By the time children leave our school they will:

- Make good progress from their KS1 results

- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes
- Have an extensive vocabulary to choose from