



All Saints CE School

Writing Curriculum – Intent, Implementation, Impact

Intent

It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. Not only do we believe that every child has the potential to be a great reader and writer but we believe that each child will find excitement and enjoyment through the English lessons taught at our school. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry). We believe that the English curriculum is well constructed and well taught, that there is a clear specific plan of what is to be taught and what pupils need to know for each subject – this progressively builds pupils knowledge.

We recognise the importance of fostering a culture where pupils take pride in their writing; write clearly and accurately; and modify their structure and language choices to suit a variety of audiences, purposes and contexts. The writing curriculum is taught in logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. The curriculum aims to provide key knowledge and skills so that children will be prepared for the next stage of their education – they will know more and remember more! It is an ambitious curriculum that expects children to deeply learn (automatically recall) a great deal of key knowledge each year. Children must apply this knowledge within lessons and therefore improve their skills.

At All Saints Primary School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

The writing progression map ensures that the national curriculum end point skills are developed and are mastered – systematically and progressively within each year group – this builds on what children have learnt in previous years and from previous terms. Knowledge and skills progress sequentially and planned repetition is designed for deep, memorable learning.

Implementation

To ensure a high standard of education in writing, we teach high quality, expertly planned writing lessons each day. Within each unit of work, a carefully curated sequence of lessons is delivered to ensure that prior learning, explicitly taught vocabulary, microscopic steps for learning, opportunities for talk and daily writing opportunities for writing are present. We create exciting outcomes in writing to give children an incentive to write. We aim to deliver the core skills of vocabulary, grammar, transcription and composition in a variety of ways to stimulate different learning styles and interests.

Each year groups units have been carefully sequenced to ensure curriculum coverage and to give pupils the opportunity to practice key knowledge through repetition to ensure that key knowledge is stored in their long-term memory. Writing outcomes across the year and across year groups ensure that pupils write using a range of genres, purposes and audiences with each being explicitly taught to pupils.

Daily lessons consider the needs of every pupil and provide a rich array of opportunities for pupils to improve their understanding of vocabulary and sentence structure by rehearsing their writing out loud, use drama to explore ideas and their imaginations in a creative way and use high-quality texts and outstanding teacher modelling to embed high expectations. Further to these opportunities, daily writing lessons emphasise and plan for vocabulary development, rich discussion, opportunities to talk, high quality questioning, planned misconceptions as well as scaffolds and challenge for all. Additional needs are carefully considered and planned for to ensure progress of all pupils.

Pupils' work and teachers' planning is monitored through examining pupil work books, unit and lesson plans as well as through pupil voice opportunities. Unit, lesson planning templates and CPD opportunities are available to

teachers to ensure all teachers are supported to be outstanding teachers of writing. Within the classroom, live marking is used to improve pupil outcomes while analysis of pupil progress informs planning, support and groupings. Pupils are supported to improve their writing practice through live teacher feedback, concise and precise written feedback in books which is age and attainment-appropriate as well as fortnightly text-level feedback to foster progress.

Impact

Intended Impact:

- All children will receive a good quality of writing education
 - All children will build on prior learning and remember more
 - All children will progress
 - All children will be proficient in the key skills required for the next stage of learning
 - Children will be able to apply newly learnt knowledge and skills to a variety of tasks
 - Standards will improve
 - Children's cultural capital will improve
 - Children will success in their next stage of learning
 - Children will enjoy writing
 - Children will have the skills to be confident, able and creative writers
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The impact of our writing curriculum will be measured through:

- Learning walks
- Pupil voice
- Lesson observations
- Planning monitoring
- Pupil progress
- Pupil attainment of age-related expectations