



## Our Writing Curriculum

### Intent

The teaching and learning of writing is linked directly to our school mission. We strive to deliver an engaging curriculum that will foster a positive attitude to literacy that is interesting and exciting. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. By the end of Year 6 we intend our children to have developed a love of writing and be able to express their thoughts and clearly and creatively through the written word. We endeavour to help pupils reflect on their learning and aim high. We intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to use the essential skills of grammar, punctuation and spelling. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

### Implementation

Writing is taught daily and reflects the requirements of the National Curriculum. Lessons are planned in units of work, with each unit providing an opportunity to learn new skills as well as applying those that have been previously taught. Children are encouraged to write independently and collaboratively, for a wide range of real purposes and audiences, and is often linked to our whole school topic themes. We provide opportunities for the children to work in small adult led groups and independently to practise the skills needed to be a successful writer. Teachers endeavour to teach using an integrated approach, whereby grammar, punctuation and spelling objectives and writing composition are all taught and modelled throughout not just literacy lessons, but across the curriculum.

Children have discrete spelling lessons across the week. In EYFS and KS1 the focus being on using the correct phoneme/grapheme correspondence to record the sounds within a word and in KS2 through the use of syllable chunking and specific rules. Across the whole school, there is an expectation for children to learn the majority of the common exception words directed by the National Curriculum.

### Impact

Writing assessment is ongoing throughout every lesson and cross curricular themes to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Pupils are given feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing. Members of the Senior Leadership Team closely monitor all pupil's books and hold individual termly meetings with all teachers to assess every individual child's learning needs and progress. Pupils' books demonstrate where literacy skills have been taught and built upon, and applied in various contexts and genres.

By Year 6 children should have developed into enthusiastic, knowledgeable, creative and skilled writers and literate users of ICT. They should carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

The majority of our pupils talk positively about literacy and enjoy being able to discuss and share their ideas.

