

# Catcott Primary School Curriculum Statement

## Writing

We aim to ensure all our children develop confidence and a general love of language and the written word, through a text based approach. The texts we are using in our writing lessons have careful links across the curriculum to ensure that children's English learning is relevant and meaningful, where possible linking our reading, writing and the themes that we are covering in foundation subjects.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implement is high quality.</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• Planning—setting goals and generating ideas before pupils begin writing. Pupils use model texts to create writing toolkits which outline the correct writing strategies for that toolkit.</li> <li>• Drafting—focusing on noting down key ideas. Pupils should set out their writing in a logical order. Although accurate spelling, grammar and handwriting are important, at this stage they are not the main focus. Before shared writes and independent writes (hot and cold tasks) boxing up is used to plan. This is based on a boxing up template of the model text and includes reminders of the writers' toolkit.</li> <li>• Sharing—sharing ideas or drafts throughout the writing process giving pupils feedback. Teachers model writing the class shared write using ideas generated for the children in pairs, groups and individually. Feedback is given verbally throughout this modelling to stretch children's language choices and develop ideas. Teachers should introduce each strategy by describing how and when to use it, then model these strategies. Slow writes as an effective way to deliver this and to build confidence. Shared writes allow teachers to think out loud and share their thought process for each strategy by asking themselves questions e.g. 'How could this be improved?' 'Is there a synonym I could use?' Children then use this to create their own versions of the shared write, using it as a</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed understanding of the methods and skills of writers at an age appropriate level</li> <li>• A progression of understanding, with appropriate vocabulary which supports and extends understanding</li> <li>• Confidence in discussing texts they have read and the toolkit for a genre of writing, as well as their own work and identifying their own strengths and areas for development</li> </ul>

guide. Based on observations of children's guided practice, it could be beneficial to provide repeated modelling emphasising different strategies.

- Evaluating—checking that the writing goals are being achieved throughout the process. This can be done by pupils as they re-read their writing or through feedback from adults or peers. Example strategies: self-monitoring and evaluation by asking questions like, 'Have I used the writers' toolkit?' and 'Have I used appropriate vocabulary?'. Teachers and TAs use key word, live marking to feedback to children during shared writes.
- Revising—making changes to the content of writing in light of feedback and self-evaluation. Time is given to children to edit their work in pairs or individually, some classes using editing stations. Whole session given for editing of hot tasks. Independent editing is shown in pencil and editing after teachers advise is shown in purple pen.

Grammar is best taught in context and at a time when it is needed and appropriate so will be incorporated in to writing sessions.

**The curriculum leader will:**

- Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.
- Ensure an appropriate progression of writing skills is in place, as well as progression of a range of text types and poetry.
- Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.
- Keep up to date with current writing research and subject body or professional group.
- Keep up to date with new authors and fiction.
- Maintain the library and keep it updated with a range of text, both fiction and non-fiction.
- Lead writing moderation sessions half termly.
- Identify children who need 1:1 support during afternoon sessions.
- Keep up to date with programme development through support from Somerset Literacy Network.

**Our classrooms will:**

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls which include carefully chosen vocabulary and visual aids which children can continually refer back to in order to support their learning.
- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.
- Have access to learning overviews which children can refer to during lessons. These are used to prompt upcoming learning and for review.
- Have access in reading corners to topic related texts which are relevant to the current topic in order to extend and further engage them in their learning.

**Displays around school and books will show:**

- Pupils have had opportunities for practice and refinement of skills.
- A varied and engaging curriculum which develops a range of text types.
- Clear progression of skills in line with expectations set out in the progression grids.
- That pupils, over time, develop a range of skills and techniques across all of the areas of the writing curriculum.

<ul style="list-style-type: none"> <li>• Ensure medium term flow charts produced for each year group to follow with a different genre focus each term, using a high quality text as a link to the writing.</li> </ul>		
<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> <li>• Keep up to date with new fiction releases and have a good knowledge of age appropriate texts.</li> <li>• Keep 'Pride and Progress' displays up to date to show progression.</li> <li>• Use medium term flow charts to inform planning.</li> <li>• Have a clear understanding of the Talk 4 Write approach to writing.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as a writer because they know how to be successful.</li> <li>• Safe and happy in writing lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses writing skills and knowledge</li> <li>• Develop writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>