



The Intent, implementation and Impact of our Curriculum

– The Arts

English

Writing

Intent

At Christ Church CE Primary we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying their phonics knowledge and spelling patterns and rules which 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 and transferring these skills across the curriculum. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.

Implementation

We develop the children's writing skills from Nursery so that pupils gain the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing, we provide a carefully selected wide range of quality texts, film and imagery as a stimulus for writing. We have planned work around books that fall into categories in order to expose children to a wide range of texts. In the first term we have selected books which positively reflect our children's interests followed by books from a different cultural setting. In term two we expose children to a classic contemporary or traditional text by a well-known author as well as books which use ambitious or inventive language as we expect our children to develop their word banks continuously through what they are reading. In our final term children use their cross-curricular text as a stimulus for their writing and to demonstrate transferable skills as well as a book which promotes reflection or discussion. As part of our whole school project, a picture book is also used as a stimulus for writing. Teachers also read a class novel for pleasure to their children throughout each term.

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials



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such as word banks or a greater level of modelling. Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

We use RWI writing strategies and Talk for Writing in year one and when they are ready and writing phonetically plausible sentences, applying full stops and capital letters with confidence and fluency, pupils move on to using our own Christ Church reading to writing process. As is the case for all our subjects, the understanding and application of rich vocabulary holds an important place in our teaching. Thus pupils are provided with a **Knowledge Organiser** which is also shared with parents at the beginning of each half term to specify the knowledge, skills and non-negotiable **set of vocabulary** to be acquired together with an overview of content to the learning.

We have a clear structure to our writing week beginning with a reading comprehension to expose children to the language and format of the genre that they will be expected to adopt in their own writing by the end of the week. Children answer questions related to vocabulary, grammar, author intent to gain a deep understanding of the text type and to 'magpie' vocabulary and ideas for themselves to use. Children are expected to respond in Standard English using correct grammar and spelling. The remaining daily sessions include opportunity for talk, a shared or modelled write to provide a WAGOLL (What A Good One Looks Like) followed by drafting and editing opportunities and teachers mark against this expected criteria, adding written or verbal feedback, giving pupils the opportunity to independently make alterations. Each daily lesson is recorded in the children's writing journals. By Friday, children are able to use their journals to apply what they have learnt to their 'You're the Author' – the name given to their best piece of final writing – presented to their best ability with cursive handwriting when appropriate. Pupils know that this final piece must be well presented and written in their special You're the Author books. Pupils' best writing is shared to real audiences via class and **school display**, Twitter, our **children's magazine** and **read aloud** to the whole school each week – instilling a sense of pride and a purpose and audience for writing.

A set of graduated writing objectives are attached in the inside cover of our books, and teachers tick the achieved objectives for each piece. Children are therefore also able to see what they have achieved and teachers can plan for next steps. To increase the accuracy of our assessment we also use Comparative judgment for one piece of writing per term. This is a process where judges compare two responses of writing and decide which is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality.

Each year we invite an author into school to give an assembly and workshops across school to inspire our children not only to read but also to write. The English Subject Leader for writing holds a **Young Editors Lunchtime club** in which children report on and write about events that have occurred in school each half term for the Children's Magazine 'xxxxxx'. **English Ambassadors** work alongside the English subject leaders to create an English curriculum that inspires and empowers our young authors; they help to plan out **educational enhancement** to be experienced both in and outside of the classroom.



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Impact

Pupils will be able to demonstrate the ability to:

- Understand and use a wide range of high quality vocabulary
- Use Standard English; including spelling, grammar and punctuation
- Write for a purpose and audience
- Transfer writing skills for a range of genre: narrative, poetry, informal and formal letters, writing and reports
- Transfer writing skills for a range of curriculum subjects
- Present work with well-presented handwriting
- Comment on the language and features of a written text
- Appraise their own and others' writing
- Effectively apply spelling rules and patterns they have been taught
- The percentage of pupils working at ARE within each year group will be at least in line with national averages.
- The percentage of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged versus non-disadvantaged)