

SABDEN PRIMARY SCHOOL

Writing Curriculum Statement



1. Curriculum statement

Intent

At Sabden Primary School, 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 the spelling patterns and rules 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. 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.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Implementation

Classroom organisation:

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 to children identified as needing additional support 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 such as word banks or a greater level of modelling.

Children that secure their learning quickly 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.

Spellings:

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Spelling Shed Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and are given a spelling test the following week.

When marking work, in Key Stage One and Lower Key Stage Two, teachers identify up to five words that children have spelt incorrectly from within that child's known ability and they write at the end of the piece of writing for the child to practice. They are also encouraged to add these to their vocabulary books.

In Upper Key Stage Two, incorrect spellings are identified at the start of a line using the code (s). Children are then encouraged to independently identify these incorrect spellings in their own writing and correct them.

Where children choose to use adventurous and ambitious vocabulary, these word choices are celebrated and correct spellings provided if necessary.

Grammar and Punctuation:

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome.

Teachers sometimes focus on particular grammar and punctuation skills as stand alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

English Lesson Sequence:

At Sabden, teachers plan book-led learning sequences, with explicitly planned writing opportunities. These allow us to cover a number of shorter writing opportunities within the initial exposure of the text, before focussing on a particular longer writing opportunity.

Texts chosen often link to themes within the History, Geography or Science unit that is being covered in the term.

The text acts as stimulus to identify text, word and sentence level features that the children will be expected to include independently within their writing by the end of a unit. Teachers create exemplar texts to support children within this, live modelling writing within sessions. This allows children to identify and mimic the identified features in their own writing. In Key Stage One and EYFS this may take place in the form of a story map or oral retelling of a story.

Marking and Feedback:

Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy.

Summative Assessment

Summative assessments will be monitored each half term and reported each term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements on the quality of the extended write that pupils produce at the end of each unit, how children have worked in daily lessons, and how they implement this across the curriculum. They will also determine to what extent pupils have met the agreed success criteria for that genre of writing. Teachers will refer to the TAFS in Y2 and Y6 and KLIPS.

INTENDED IMPACT

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- The % of pupils working at ARE within each year group will be in line or above with national averages.
- The % of pupils working at Greater Depth within each year group will be in line or above national average.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)