



SUBJECT CURRICULUM STATEMENT: WRITING

INTENT:

Our aim at St John's is for every child to have plentiful opportunities throughout their time with us to put pen to paper and become independent, creative and successful writers. This should arise from basic mark making in Early Years and progress into sustained writing of extended pieces that have detail and solid spelling, punctuation and grammar skills. We want children to understand that there are different purposes for writing and be able to convey knowledge, ideas and emotions according to the audience. We want children to be proud of what they produce and to present their work with legible handwriting and look the very best that it can. We aim for children to embrace writing across all subject areas, not just in English lessons and understand that the literacy expectations are the same every time they write. Children are encouraged to become improved writers through the books they read, or have shared with others. Using a text-rich curriculum will support this and demonstrate to the children that reading and writing are synonymous. Ultimately, we want our children to develop the skills to express and develop their thoughts, emotions and self-identity through writing and to use early writing as a way of unlocking learning experiences and the wider curriculum.

IMPLEMENTATION:

English is a core subject in the National Curriculum. We use the National Curriculum for England (2014) as a basis for implementing the statutory requirements of the programme of study for English. In the Foundation Stage we use the Early Years Foundation Stage Curriculum.

Prior to putting pencil to paper to write, children start developing their oral phonic skills, alongside the physical development and fine motor skills they will need to form letters. Writing is encouraged in Early Years through mark making and this develops into letter formation through the daily Read Write Inc phonics session. This builds up into writing CVC words and progressing onto short sentences using the sounds and common exception words, they have been taught. Children are given a wide range of opportunities to practice these skills, both in adult lead and self-chosen activities in a range of places and spaces with the EYFS provision we have. EYFS children are encouraged to write independently during continuous provision and this free writing is celebrated.

As children progress through the school, they are taught to further develop phonic and writing skills and to write for different audiences and for different purposes. Each writing unit is derived from a high-quality text, which has been carefully chosen to complement the intended skills and objectives to be covered. Lessons are structured to ensure that reading and writing interlink and that children become fully immersed in the text. These texts provide a model for the children, which expands their vocabulary, introduces new punctuation and types of sentence, and demonstrates purpose and organisation. Children are encouraged to:

- ❖ plan, draft and edit their own writing.
- ❖ use ICT and word processing skills to enhance their written work
- ❖ discuss and evaluate their own writing and that of others including well known authors and other children's work
- ❖ write independently and effectively a range of text types across the curriculum

VOCABULARY

The teaching and discussing of new vocabulary is imperative for every child and words are explored regularly; this is not only an important part of daily English lessons but reinforced through all other subjects. Every subject has a progressive list of words that children are taught, and as such are made explicit by teachers, and used thoroughly; in every day conversation between staff and children and when children are responding to questions or offering an explanation.



HANDWRITING

Handwriting develops through each year group and there is an expectation on all children to take pride in the aesthetics of their written work and to present it with care and legibility. Letter formation is taught through the daily Read Write Inc phonics session. Joined handwriting is introduced to some children towards the end of Year 2 and all children in Year 3; children are given the opportunity to practise regularly.

SPELLING

Regardless of which year group they are in, children accessing the daily Read Write Inc sessions develop their spelling knowledge within these sessions. As they learn new phonemes and their corresponding graphemes, they use 'Fred Fingers' to break words down into the different sounds and attempt to use the correct graphemes to write the word. They are also taught how to spell common exception words, which are not phonetic. Once children have completed the Read Write Inc Programme, they are taught the spelling rules and patterns for their year group as identified in the National Curriculum. Each week, a new spelling rule or pattern is investigated. Children are encouraged to practise these, either using Spelling Shed or written methods. These words are then tested and the children are encouraged to apply this new spelling knowledge when writing independently. Children are also taught dictionary skills to assist them with their spelling of unfamiliar words.

PUNCTUATION AND GRAMMAR

The teaching of punctuation and grammar is mostly derived from the text type being explored in reading and writing sessions. Children are able to practise their spelling, punctuation and grammar skills through sentence work and shorter writes in order to prepare for the extended write. Children are given further discrete opportunities to develop their understanding and use of punctuation and grammar following the Headstart Scheme in Years 3 and 4.

ASSESSMENT

The majority of assessment for writing is completed formatively during lessons through direct feedback to individuals. This means any errors or misconceptions can be quickly identified and addressed immediately. Children can respond to advice and suggestions whilst they are working but still have ownership of their writing without formal marking. At the end of each term, through looking at several pieces of writing, teachers make judgements of how children are progressing against the objectives on the Somerset Literacy Network Record Form, which provides an accumulative record by the end of the year. Teachers form parallel classes moderate judgements with each other, further internal moderation is carried out across year groups within the school, and further moderation is completed at least once a year with other schools from the Frome Learning Partnership.

IMPACT

Year on year, all children make good progress with their writing. When children leave St. John's CEVA First School, the majority of children have met or exceeded age-related expectations in Writing, and are able to write a range of texts confidently, independently and accurately across the curriculum.

In 2017 and 2018: 82% and 84% of Year 2 children achieved ARE+, compared with 68% and 70% nationally.

In 2022: 75% of Year 2 children achieved ARE+, compared with 58% nationally.

The number of Year 2 children achieving Greater Depth in Writing has improved from 4% in 2019 (16% nationally) to 13% in 2022 (8% nationally)

CULTURAL CAPITAL

Writing effectively and accurately, is an integral skill that children will need to ensure they succeed in their education beyond St John's. By ensuring all children learn to write, we are preparing them well for the next stage of their learning journey and beyond into adult life. Through the wide range of texts and genres, we encourage children to explore and write, we are developing their vocabulary and their ability to communicate and express themselves effectively in the written form. We are enabling them to be creative through writing to entertain, as well as using their skills and knowledge to write to inform, persuade and discuss.