



## Statement of Intent and implementation for Writing

### **Curriculum**

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

**Values:** “Our children will be good citizens and have a sense of belonging”

**Knowledge and skills-based:** “Are curious, aspirational and knowledgeable”

**Progression led:** “Our children will Do more, know more and remember more”

**Language and vocabulary rich:** “Are good communicators both orally and in writing”

**Experience rich:** “Are interested and interesting”

### **Writing Intent**

Our writing curriculum aims to ensure all children are provided with the acquisition of skills and knowledge they need to become confident successful writers using the English language and grammatical skills relative to their year group.

We want all children to love language and to develop a wide range of vocabulary with which to communicate their ideas in writing.

Through carefully selected, high quality texts, we will expose children to a breadth of genres by a variety of authors and provide them with models of high quality language so that all children are equipped to succeed in written outcomes.

### **Writing Implementation**

We believe that for children to succeed, lessons must be exciting and engaging all, purposeful and provide children with cultural capital. English lessons are carefully planned and sequenced in three-week blocks called “phases” to build on prior learning and are linked directly to a text.

Our curriculum is based around high quality texts, chosen specifically for year groups that, if possible, link into other areas of the wider curriculum.

The teaching of Reading and Writing are carefully planned and linked together to ensure children are provided with opportunities to develop the language and vocabulary through a range of written, speaking and listening and drama activities.

Over the 3 phases, children will develop understanding of character, narrative, themes and conventions of a genre as well as focussing on one grammatical skill at a time.

Children will produce two quality pieces of writing per term as well as a range of carefully planned shorter opportunities known as “skills writes” where children practice skills that have been previously taught. When writing, children will be encouraged to think about the audience, purpose and effect of their writing so that they are able to apply their skills across a variety of text types. Other writing opportunities with a cross curricular focus are carefully planned into the wider curriculum across the school.

In response to COVID- Key objectives were identified in order help prioritise teaching on return to school in Summer 21 and to support assessment at the end of academic year 20/22. We are continuing to use these Key objectives alongside are usual year group objective guidance to help ensure that any gaps in learning as result of COVID are addressed in the key areas.

## **Assessment of Writing:**

### **The assessment of Writing is completed in several ways:**

- Teachers will assess children throughout all of the phases and learning to ensure high levels of progress are made and skills are embedded in a range of writing opportunities.
- Teachers will use written outcomes in books to assess against the Integra skills and TAF to collate summative data three times a year that are uploaded to Pupil Asset. These inform Pupil Progress meetings and ensure children are working within the parameters of ARE in their year group.
- At the end of each 3 phases, teachers will assess the learning against the integra skills and TAF in Year 2 and Year 6 to make a final assessment of their individual learning and subsequently plan opportunities to revisit skills or build on the learning to make further progress.
- At the end of the year, teachers will highlight coverage and record the attainment of each child in the curriculum coverage document. This aids transition as well as providing a detailed picture of the class as well as the individual. This is used to inform teaching and learning in Term 1.