

English Curriculum Statement – Writing

'Description begins in the writer's imagination but should finish in the reader's.'

Stephen King

'Most of the basic material a writer works with is acquired before the age of fifteen.'

Willa Cather

'Writing floats on a sea of talk.'

Mary Myatt

Introduction

Through our writing curriculum, it is our vision that every child will become creative writers by being given exciting, inspiring and engaging materials and opportunities that challenge and support them. We want children to become confident, talented, enthusiastic writers, who develop a love for writing and language. They should be able to choose and use writing to communicate with others and express themselves; they should be able to write independently and for a range of purposes. Children will be able to: reflect upon and evaluate their writing; use vocabulary to create style; and convey meaning, as well as use what they read, to enhance what they write. We want children to deepen this knowledge of meaning and purpose within writing.

Intention

At Ivy Bank Primary School, we recognise that English skills underpin all curriculum elements and are essential life skills. Considering the fundamental importance of speaking, listening, reading, and writing in everyday life, we are dedicated to enabling our children to become successful, accomplished writers.

We aim to foster an enjoyment of writing amongst our children, and a recognition of its value, through the provision of a sequenced, ambitious curriculum. We place the development of writing, directly linked to reading, at the very heart of the curriculum, and provide meaningful contexts and quality texts as the inspiration for writing. We want children to acquire a wide vocabulary, a secure understanding of grammar, and be able to spell new words by effectively applying the spelling patterns and rules they learn. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change.

Implementation

Our English curriculum is derived around a sequence of high-quality texts to engage and enthuse our pupils. Key stage one and key stage two pupils use 'Literacy Counts, Read to Write' units which enable teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities and a clear progression of skills. Each book is used to create opportunities to develop vocabulary acquisition, grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres; plan and write pieces of writing with a clear context and purpose, whilst evaluating the effectiveness of writing. In addition to these units of work, teachers use opportunities to develop writing further through different purposes such as a memorable experience, a 'hook,' or topics of current interest.

Children receive regular feedback from both teachers and their peers in the writing process, both verbal and written; class teachers endeavour to provide verbal guidance and feedback during lesson times in order to ensure this has maximum impact on pupils' outcomes.

We believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided with a purposeful reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. During a half term, the children will engage two 3-4-week (approximately 18 lessons) cycles, following a skeleton of lessons, using the scheme of Read-2-Write as a basis.

In the Early Years our aim for writing is to develop pupil's physical skill and enthusiasm for communicating in written word. Our writing programme EY2P links all literacy to a text which ensures children are having daily access to high quality texts and spend time unpicking key features and skills for reading. Through a range of approaches including story maps, hot seating and 'talk for writing' children are able to develop skills vital for comprehension. Writing opportunities are made available throughout the learning environment through continuous and enhanced provision.

British Values

As a school we are working to promote our children's understanding of British Values and spiritual, moral, social and cultural development. There are many opportunities within the writing curriculum:

<u>Rule of Law</u>	Texts are chosen to provide our pupils with a chance to explore the rule of the law in an age-appropriate manner. These include values such as loyalty, fairness, safety and expectations of society.
<u>Individual Liberty</u>	In lessons to support writing, teachers have the opportunity to aid the children in developing a positive sense of themselves and a growth mindset, where they see drafting, editing and feedback as constructive and a process of bettering their writing and themselves. Children also learn to accept that the ideas of others may not be the same as their own but are equally valid.
<u>Democracy</u>	During writing sessions, children have the opportunities to listen to the views and opinions of others into account but still have the right to make their own choices, to take turns, share and collaborate ideas, sentences, ideas for structures and so on. To understand that it is not always possible or right to have their own way and understand the value of compromise.
<u>Mutual Respect</u>	To listen to and consider the ideas and opinions of others, even if they differ from our own. To be able to take turns during discussions, resolve difficulties or make decisions. Writing activities such as shared, paired and group writing also promotes the opportunity to offer supportive comments in evaluations that will improve learning outcomes in a way that is thoughtful and kind. Everyone is a writer!
<u>Tolerance</u>	Through the lesson structure in writing lessons, children learn to appreciate peers' ideas and understanding of concepts to help improve their writing and creativity. They learn to accept, appreciate and celebrate that they are different to their own.

Spiritual, Moral, Social & Cultural Education (SMSC)

<u>Spiritual</u>	Empathy with characters can grow understanding of how beliefs contribute to personal identity. Children will discover and be adept at acknowledging and understanding their strengths and weaknesses within their current writing ability. How willing are they to achieve? Also, children can reflect on their own life and lives of
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	others through empathy, using diaries, journals, letters and biographies.
Moral	Exploring texts, questioning and reasoning supports development of own value system. Texts are selected to extend ideas and grow moral and emotional understanding.
Social	Poetry encourages co-operation, collaboration and oracy skills. Model texts involve stories on perspectives on society. Through talk, children are encouraged to take on roles in allowing development of negotiating, debating, empathising and speaking fluently and clearly in front of an audience.
Cultural	Short stories, reports and plays, encourage empathy of others in a variety of cultural situations. Children will engage in a range of texts based in varying settings and characters with different cultural beliefs, which in turn, affects their writing style and vocabulary.

Impact

We measure the effectiveness and impact of our English Writing, Grammar and Spelling curriculum in a variety of different ways. We use National and summative testing to assess pupils' outcomes for Grammar, Punctuation and Spelling as part of the Statutory Assessment Tests (SATs for Year 6 pupils) and through termly summative assessments across school which enables pupils' progress and attainment in the subject matter to be evaluated. Additionally, pupils complete writing assessments on a half termly basis, where written work is assessed to inform teachers of pupils' next steps and successes. The impact of the curriculum can be seen through pupils' national assessment results.

Additionally, pupils' writing is moderated within year groups and across the trust to check for consistency in marking and used as a reassuring process, to ensure that the judgments being made, against the teaching assessment framework are fair and consistent. The English Team will monitor that this occurs and support the staff in conducting this. Through lesson and pupils' book monitoring, it is evident that pupils are being well supported to acquire the necessary skills and subject knowledge in order to become established and confident writers and work monitored in books demonstrates that the curriculum is taught at an age-appropriate standard across each year group, with additional opportunities planned for pupils to demonstrate their ability to work at a higher standard. Lesson observations demonstrate that learning is being broken down into smaller steps and modelling supports pupils in the writing process, ensuring that the subject - as a whole - is regularly being reviewed: learning is being embedded into pupils' long term memory.

The impact of our writing, grammar, spelling and punctuation curriculum can also be measured through the acquisition of pupil voice and talking to the children about their own learning. Pupil voice indicates that the children are enjoying their learning and can talk about the subject and curriculum opportunities.