



CURRICULUM STATEMENT FOR WRITING

The English national curriculum (2014) states that:

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

AIMS

We aim to ensure that all pupils:

- Develop high standards of spoken and written language;
- Acquire a wide vocabulary;
- Write for real or creative purposes and audiences;
- Develop their own writing style and express their imaginative thoughts;
- Appreciate our countries rich and varied literary heritage;
- Write clearly, accurately and coherently – making adaptations to suit range of contexts, purposes and audiences;
- Use discussion and debate skills effectively and respectfully;
- Re-read and make improvements to their work by understanding that successful writing is a continuous process of drafting and editing,

Our aims for English are all underpinned by our Christian Values: Service, Faith, Determination, Love, Honesty, Friendship, Thankfulness, Respect and Forgiveness.

At Lytham Church of England Primary School, we teach English by following the Literacy Tree. Literacy Tree is a complete, thematic approach to the teaching of primary English that places children's literature at its core.

The Writing leader is Emma Phillips.

Intent

At Lytham Church of England Primary School, writing is a crucial part of our curriculum and aims to lay a foundation for success across all curriculum areas. Through our diverse writing curriculum, we hope to develop in children a broad vocabulary, a keen imagination and the confidence to express their thoughts and ideas clearly and creatively in a range of writing genres. We strive to have a curriculum which is reflective of our community and the wider world, in which all children feel seen and valued. By the end of Key Stage 2, we intend to equip our children with essential skills of spelling, punctuation and grammar, which are key to success in secondary school and beyond. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a fluent, legible, joined up handwriting style by the time they move to secondary school. We place a huge emphasis on editing and improving writing, with the aim of developing reflective and ambitious writers who have the skills to unlock their own potential. Above all, we hope all children leave us with a love of writing and pride in the skills they have acquired.

Implementation

We adopt a book-based approach in the delivery of our writing curriculum at Lytham Church of England Primary School as well as a cross curricular approach, allowing children to explore different writing styles and genres for a range of purposes and audiences. We place great emphasis on the use of talk for writing to unlock potential in writing: children deepen their understanding of characters' perspectives, explore setting contexts and orally rehearse their writing before putting pen to paper. In this way, children engage in writing tasks that are specific and meaningful and gain an understanding of how writing skills can be applied to real life contexts. Displays around the school demonstrate the learning journey of each class and celebrate the excellent writing the children have produced. Spelling and grammar are taught rigorously across both key stages. Children have discrete spelling and grammar lessons linked to their Literacy text, and have spellings linked to their class text and practice applying these skills in writing lessons. Wherever possible, grammar and punctuation are explored and taught within a real context: this may be done through a quality text that the children are reading, or it could be in the shared writing which all adults model as part of the teaching process. Reception and Year 1 follow the 'Little Wandle' handwriting font. Pre-cursive handwriting is taught from Year 2 and children progress to cursive script in Key Stage 2. Teachers model this handwriting during lessons and the cursive script is visible to children in displays around the school. Children who need additional support in spelling or handwriting are targeted in interventions that are tailored to address their specific gaps. Vocabulary is central to our writing curriculum and this is supported by our focus on an integrated reading and writing approach. High quality texts are used as a basis for writing tasks and are studied in greater depth during reading lessons, which allows children to immerse themselves completely in each writing style or genre. Editing is a priority for improving writing across the school and we are developing a system of self and peer-editing, which allows children to support each other in their writing journey. In order for children to make these improvements in their writing, they need a thorough knowledge of their targets, which are set through ongoing teacher assessment and are shared with children through verbal feedback and meaningful academic guidance via marking. Children also have their personal targets visible to

	<p>them during each writing task as a reminder for them to focus on these.</p>
Impact	<p>Impact is measured through daily formative assessment that informs weekly planning and summative termly writing assessments. Teachers upload this assessment data onto data trackers and monitor progress towards National Curriculum objectives as well as the progress of targeted intervention groups. Throughout the term, the Senior Leadership Team and Subject Leaders carry out learning walks, observations, book looks and pupil progress meetings in order to monitor the quality of teaching and learning across the school. The outcome of these reviews are shared with staff which is then reflected in the teaching seen in school. Children of all abilities will be able to succeed in English lessons because work will be appropriately scaffolded.</p> <p>Children leave our school being able to write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. They acquire a rich vocabulary and have a strong command of the written word.</p>
Coverage and Progression	<p>Clear progression has been mapped out for English in the National Curriculum.</p> <p>Key learning statements are used in EYFS in reading, writing and communication, language and literacy assessment and progression documents are used in each year group for handwriting from EYFS to Year 6.</p> <p>Assessment and progression documents are also used to ensure coverage in phonics from EYFS to Year 2. Year 1 upwards use Key Learning Indicators of Performance (KLIPs) to ensure progression and coverage in reading and writing.</p> <p>Learning and progression steps are used from Year 1 upwards to aid progression, coverage and help to set targets.</p> <p>“Deeper Learning Challenges” are set frequently to ensure the children can master the skills and apply to all contexts.</p>
Assessment	<p>Pupils’ attainment in English is assessed continually through the Formative Assessment approach.</p> <p>Adaptations are made on a daily basis.</p> <p>Assessments track progress against age-related expectations; teachers use these to inform “next steps” in their planning for learning.</p> <p>EYFS children complete statutory baseline assessments as well as end of year assessments against the early learning goals.</p> <p>Pupils in Year 1 complete the Phonics Screening check each year alongside children in Year 2 who failed to pass the check when they were in Year One. Statutory data for pupils’ achievement is reported at the end of Year 2 and the end of Year 6.</p>