

# Writing Curriculum

## Intent, Implementation and Impact



At St Thomas More Primary School we value each child as an individual with a unique potential for learning. We strive to be an inclusive community where children grow, learn and achieve together in the presence of God. With a culture of equality, we aim to ensure that every child believes in themselves and are empowered to aim high. All that we do in school is underpinned by our values: Unity, Humility, Respect, Determination and Fairness. We link these to our British Values and these are the key drivers for our curriculum intent. Our ethos is set to remind our pupils to be proud of our achievement, encourage them to want to achieve high standards and supports our relational approach to behaviour and promote the formation of the complete person.

Intent	Implementation	Impact
<p>At St Thomas More School, we believe that the ability to write with confidence and accuracy is an essential life skill.</p> <p>At St Thomas More School It is our intention to ensure that, by the end of their primary education, pupils are able to write clearly, fluently and independently across a variety of genres using a range of vocabulary, accurate spelling, grammar and neat handwriting. Pupils will be encouraged to write in a manner which is appropriate bearing in mind the purpose and audience for their writing.</p>	<p>At St Thomas More, we believe that writing is intrinsically linked with pupils reading experiences. This is why we use a <b>Text Based Planning model</b> to teach pupils to write. Texts have been carefully selected by the subject leader and writing opportunities designed to ensure progression from Nursery through to Year 6. The texts provide challenge and inspire the best possible writing outcomes. We have begun to adopt the <i>Opening Doors to an Ambitious English Curriculum Approach</i> across Key Stage Two to provide high challenge in reading and writing experiences for our pupils. We will build on our success and begin to roll out the programme across more year groups and into Key Stage One in 2023-2024. For more information about <i>Opening Doors</i> see <a href="https://searchingforexcellence.co.uk/">https://searchingforexcellence.co.uk/</a></p> <p><b><u>We use a range of strategies to teach pupils to write including:</u></b></p> <p><b>Modelling Writing:</b> The teacher talks aloud the thought processes as a writer with the children. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proofreading, editing, word selection, sentence construction and paragraphing.</p> <p><b>Shared Writing:</b> This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.</p> <p><b>Guided Writing:</b> Pupil groups are needs led and are identified through ongoing assessments. The teacher or other adult works with the group on a carefully selected task appropriate to</p>	<p>Children will be able to communicate their ideas effectively through speaking and listening and writing and will be able to use their writing skills across many areas of the curriculum with confidence.</p> <p>At the end of each year we expect the children to have made progress from their starting points and the majority will have achieved Age Related Expectations (ARE) for their year group. We are ambitious and strive to challenge our children to reach greater depth. In 2023, 28% of our pupils attained Greater Depth in Writing at the end of Key Stage Two, through using strategies from the <b><i>Opening Doors approach to teaching.</i></b></p> <p>Writing progress is monitored through day to day teaching. The National Curriculum Teacher Assessment</p>

that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece. Misconceptions, gaps in learning and common errors will be addressed through targeted group work.

**Independent Writing:** Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and publish their work, applying the skills they have learnt throughout the unit of work in that particular genre.

#### **In Nursery and Reception**

Writing is taught through well organised activities which are either teacher led or child initiated. The learning environment promotes writing through a range of resources which enable our pupils to practise writing for different purposes and audiences. The pupils also participate in daily phonics sessions following our phonics programme, **Little Wandle Letters and Sounds Revised**. While children are learning to say the sounds of letters out loud, they will also begin to learn to **write these letters**. They will be taught where they need to start with each letter, and how the letters need to be formed in relation to each other.

#### **In Year 1**

In Year 1, pupils follow the **Little Wandle Letters and Sounds Revised** programme, which supports the teaching of phonics whilst providing pupils with opportunities to apply their phonics knowledge to their reading and writing. The pupils write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.

They practise handwriting, sitting at a table comfortably, they learn correct letter formation. Pupil's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read. As pupils become secure in their phonic knowledge, pupils are provided with more opportunities to write at length in their English lessons following our **Text Based Planning** approach (see below).

#### **In Key Stage One and Key Stage Two**

At St Thomas More, we use a **Text Based Planning** approach to the teaching of writing. Typically, the writing process is broken up into stages, although it is not always a linear process and there may be repetition and overlap depending on the needs of the pupils:

Framework is used at the end of each key stage to support teacher assessment. In Years One, Three, Four and Five, we have developed our own Writing Assessment Framework that is closely linked to the National Curriculum objectives for writing. A sample of independent writing is formally assessed using these frameworks six times per year. This is intended to be used as a planning tool also, to identify the gaps in children's writing that need to be addressed as well as providing ongoing assessment information. Writing is moderated across all key stages to validate teacher judgements and as part of ongoing CPD.

#### **Assessment for Spelling**

Spelling is assessed as part of the whole school Assessment policy. Teachers also monitor spelling in independent writing.

**Exploring the Text:** A high quality text is chosen as a stimulus to develop motivation and to provide opportunities to explore the writer's craft. Grammar, punctuation and vocabulary are taught explicitly in skills sessions and also within the context of the text being used. Drama and speaking and listening activities are used to enable the children to develop inference skills and a deep understanding of the author's intent.

**Planning and Drafting:** Teachers plan opportunities for writing such as narrative, poetry and non-fiction, taking into consideration the necessary skills that the children need to develop linked to the National Curriculum. Opportunities are given for pupils to revisit text types already taught to secure prior learning. Before children write, Success Criteria is generated within the lesson which takes into account the purpose, audience and skills for writing. This process is often led by the class teacher although as children become more experienced writers, they are encouraged to generate their own success criteria particularly in Upper Key Stage Two. Children organise their own planning using a variety of methods such as story mountains, boxing up ideas, story maps. They may work in pairs or independently at this stage. Children write their first draft mainly independently. The length of time that this takes depends on the type of writing and age and experience of the child. We recognise that it is important that children are given opportunities to build their stamina and write at length for increasing amounts of time.

**Evaluating:** Once pupils have written their first draft, they evaluate their own work or peer assess the work of others, referring to the success criteria generated in the planning stage. Children are encouraged to ensure that the purpose of their work is clear and meets the needs of the intended audience.

**Editing and proof reading:** Once feedback has been given, children are given time to edit and proofread their work and make improvements to content and punctuation and spelling. This stage is the most important and pupils are encouraged to become independent in identifying errors in their work. Often, the teacher will model this process first and pupils will work in twos or threes focussing on a particular area to improve. This stage may take place over more than one session.

**Publication:** The final piece is produced for its intended audience. This could be a letter, exhibition, storytelling event, leaflet or web page. Children are also encouraged to apply their writing skills in different contexts across the school curriculum.

### Spelling

Spelling begins in Foundation stage, and continues in Year One through the Little Wandle Letters and Sounds Revised Programme. The [National Curriculum Spelling Appendix 1](#) is used to ensure coverage of the statutory spellings across all key stages.

The **Spelling Shed scheme of work** is used from Year 3 onwards, to organise the structure of teaching. Spelling lessons are taught focussing on:

- **Orthography:** how patterns of letters are used to make certain spoken sounds in a language.
- **Morphology:** how words are structured into subcomponents to give meaning.
- **Etymology:** the origins of words, which can lead to certain patterns of spelling.

Children also have access to Spelling Shed (Online Spelling Platform with games to help children with deliberate practice of their spellings)

As part of the writing process, children are always expected to proofread their own or others' work to check for spelling errors and to make corrections. This helps them to become independent writers. They use word banks containing statutory spellings and in Key Stage two, children are taught to use dictionaries to support spelling.

**Handwriting:**

**See separate policy for Handwriting**