



Christ Church CE VC Primary School

“Together we learn - Together we grow - Together we flourish”

Some seeds fell on good earth and produced a harvest beyond wildest dreams.

Matthew 13:8

Writing Curriculum Policy

Date agreed: February 2023

Review date: February 2026



Writing is a life skill which goes beyond English lessons and beyond school itself. In order for us to inspire pupils to be confident and communicative individuals, it is vital that the teaching of writing promotes and encourages skills in creativity, individuality and accuracy so that our pupils are empowered with this vital life skill effectively.

Intent:

Together

Our inclusive curriculum aims to:

Work collaboratively to analyse texts and examples so that children may understand the purpose and context of what they are writing.

Begin with genre examples and a rich variety of wider literature to inspire as well as support them.

Use effective and robust writing interventions to ensure that everyone can succeed in their writing learning.

Ensure that writing from all pupils is celebrated beyond the classroom.

Learn

Our carefully sequenced, balanced, interconnected curriculum aims to:

Create technical confidence in transcription, grammar and spelling as well as develop creativity, originality and flair.

Establish building blocks of effective transcription through high quality phonics, spelling and handwriting teaching.

Use genre examples so that children are clear on the purpose and context of writing.

Model how planning, revision and evaluation of writing are key to creativity of composition.

Make connections with children's reading to widen and apply a wide vocabulary to their writing.

Grow

Our holistic, child-centred curriculum aims to:

Empower and inspire children to develop their own ideas.

Use inspiring and varied texts to build connections and instigate our own writing, developing awareness of different genres and styles and engaging with other cultures and viewpoints.

Apply writing skills across the whole curriculum

Recognise, promote and celebrate the use of writing as a means to hone in on children's interests and passions as well as way in which they can effectively articulate and communicate their ideas and emotions.

Flourish

Our exciting, memorable curriculum aims to:

Set high expectations through the use of high-quality texts as examples to support and inspire.

Ensure that children have the necessary writing skills and confidence so that they may communicate effectively and become engaged and proactive citizens of the world.

Give a range of wider opportunities to inspire children's writing.

To give pupils opportunities to polish, present and share their work so that they may look back on their writing with pride and joy.

Implementation:

English is taught daily across the school and it is expected that writing takes place every day whether in an English lesson or in another part of the curriculum. Units of writing begin with a model text which will then serve as inspiration for the unit outcome. After exploring the example text, individual objectives are taught, building up to a final writing piece. Children are shown how these objectives and skills link to the example text and this learning is displayed on the classroom English Learning Wall. In KS1, the wall is based upon 'Writing Ingredients Jars' where children can connect individual writing skills to a final outcome. In KS2, this display is in the format of a 'Box Success Criteria' where children additionally learn to make a connection between a genre, its literary features and its purpose. These learning walls then serve as resource to assist pupils in their final writing piece. As the children progress through the school, they are encouraged to edit and polish their work ready for presentation. This encourages the skills of resilience and reflection as well as enabling opportunities for children to celebrate their writing.

In KS2, discrete Spelling, Punctuation and Grammar lessons are taught weekly to enable the building blocks of writing to be revisited regularly. As a key transcriptional skills, spelling is taught in discrete sessions in KS2 using Spelling Shed as a resource for both planning, progression and activities; this also provides a support tool for children practicing their designated spellings at home. Each week, children are given their weekly spellings to practice which are then tested the following week. In KS1 phonics is taught follow the Little Wandle scheme in conjunction with school's Early Reading curriculum. The curriculum organisation and expectation of handwriting teaching is currently under review.

Impact:

Enthusiasm for writing across the school is good. In KS2, the introduction of 'Write here, right now' books across the key stage has been successful in enabling children to enjoy the opportunity to write freely.

End of Key Stage data for KS2 is consistently above national measures in both Writing and SPaG.

By the end of each year, children should have a good understanding of the different features of various text types and will have improved the quality of that text type to their new level of understanding.

Curriculum time and organisation:

The writing curriculum is based upon the National Curriculum and the core progression objectives and genres distributed by the Wiltshire Local Authority English hub. Each year group has set learning objectives which build upon previous years' learning and these have been matched to units organised by genre; as some writing objectives apply to more than one writing genre, the allocation of when each objective is taught is up to individual year groups but coverage is ensured across the year. Each year group covers a range of genres throughout the year to ensure that children are exposed to as many different types of writing as possible and to enable revisiting of writing learning objectives. Some genres are visited more than once during the year to promote progress and most genres are revisited more than once during a pupil's journey through the school.

In EYFS, the focus is on building up enjoyment and stamina within writing as well as introducing and developing fundamental transcriptional skills. Children in the Foundation Stage will be taught how to write for purposes most familiar to them to enable engagement and understanding of the purposes of writing.

Pedagogy:

In order to inspire pupils and instill a love and enthusiasm for writing, it is necessary that a variety of approaches are used to engage learners. All units of writing are connected with a model example of a text and this can be used throughout the unit as a model example or as inspiration for the writing outcome. Teachers are encouraged to use music, film, pictures, life experiences, trips amongst many other examples as inspiration for a writing unit. It is also expected that teachers will utilise a variety of activities to ensure engagement is maintained.

Where appropriate, flashbacks and revisits are used to ensure learning has been embedded and children are expected to use their writing skills beyond their English lessons.

Collaborative writing is key in the development of pupil confidence in writing therefore shared and modelled writing is encouraged as a method of supporting pupil understanding and modelling expectations to pupils.

Assessment:

A pupil's writing attainment is assessed at the end of each lesson with feedback being given as needed to support progress. At three points in the year, a summative judgement of a pupil's writing ability is measured and used to identify trends in data across the school as well as monitor pupil progress and identify any pupils in need of additional support with their writing development. A pupil's attainment, engagement and effort in writing and spelling or phonics is reported on their annual report and moderation is carried out within year groups and across the school throughout the year to support teacher judgements. Writing assessment for the end of Key Stage is submitted in Year 2 and Year 6 in addition to the national Phonics Screen in Year 1 and as part of end of phase data for EYFS.

Role of the subject leader:

- To ensure a progressive and engage writing curriculum for pupils in the school.
- To lead and monitor the quality of writing teaching across the school.
- To support staff in the provision of quality first teaching of writing across the school.
- To celebrate high-quality teaching and learning of writing.
- To ensure the writing curriculum is informed by up to date research and best practice.
- To maintain evidence of attainment and learning in writing across the school.
- To monitor attainment and progress in writing across the school through analysis of whole-school data.

Cross-curricular learning:

As a crucial life skill, it is expected that opportunities for writing are given to pupils across the curriculum. We anticipate that what this may look like in practice in different subjects and year groups will differ according to the needs of the pupils however the assessment of a pupils writing attainment will take into account the quality of their writing outside of their designated writing lessons.

Equal opportunities and inclusion:

Christ Church firmly believes that all pupils should be able to access learning.

When needed, activities and lessons should be planned with individuals in mind to enable them to flourish in their own writing journey. Scaffolding, examples, word banks and other resources are used regularly to support children.

It is also essential that teachers consider the social and cultural backgrounds of the pupils in their class. Teaching should be sensitive, and opportunities should be taken to make learning relevant to pupils of all backgrounds. It is encouraged that year groups should choose texts from authors with a variety of backgrounds and texts which involve characters with a wide range of life experiences so as to enable children to engage with characters both like and unlike themselves.