

‘Growth through Jesus’ love so that we learn, persevere, achieve and bear fruit together’



Writing – Vision for Children at St Chad’s Primary, Lichfield

‘Writing – to inspire, broaden horizons and challenge the imagination.’

- Ellen Pavey – English Leader -

Intent

St Chad’s C of E Primary School Writing curriculum aims to ensure that all children are able to :

- Read, write, spell and speak at age-appropriate levels and following age-related expectations.
- Develop an understanding of grammar and punctuation to acquire a wide vocabulary, which can be used appropriately.
- Become independent learners in writing (e.g. using strategies for spelling drawn from phonics, dictionaries, word mats, WAGOLLS).
- Write clearly, accurately and coherently, adapting their language for a range of styles, contexts and audiences.
- Take pride in writing; be encouraged to write fluently and legibly in a cursive style.
- Explore their own ideas and knowledge from reading to support their writing.
- Develop a passion for writing.

Implementation

- Use ‘Talk 4 Writing’ approaches to structure writing progression (Imitate, Innovate, Invent), but acknowledge that this may vary slightly further into KS2 as children are prepared for the next steps in their education.
- High quality WAGOLLS shared, discussed and analysed.
- High quality modelled and shared writing undertaken with the class teacher.
- Grammar, punctuation and spelling modelled and taught throughout English lessons. However, skill may need to be taught in isolation to begin with to develop initial understanding before using in the context of a writing lesson.
- Children are explicitly taught spelling rules and explore both patterns and exceptions in spelling.
- Stimulus texts are used to support writing.
- A hook is used to begin each topic to engage and inspire learners.
- Children have opportunities for writing across the curriculum.

Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness & Self-Control

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- Children have access to range of resources including, but not limited to: Working walls, WAGOLLS, shared writing, modelled writing, props, images, cues, word mats.
- Children have the opportunity to edit, improve and re-draft their writing.
- Children are inspired to write through the use of ‘free writing books’ to explore and develop original ideas which may not be linked to the core English topic.
- Teachers model handwriting on working walls with clearly formed letters and fluent style.
- Writing is written for audience and purpose. Writing can be shared within and across classrooms as well as with parents through a half termly newsletter.
- Interventions to support basic writing skills and challenge those working at greater depth will be utilised when necessary.
- Summative assessments undertaken each half term using AFL notes, KPIs, exemplification, moderation outcomes and evidence in pupil books.

Impact

- Children will take pride in their writing, producing quality pieces to the best of their ability.
- Children will be inspired, enjoy writing and some will see this as a way of expressing their ideas.
- Children will have a wide vocabulary to use in their writing.
- Gaps between vulnerable groups will close.
- At the end of Y6, Children will have a range of strategies to spell new words and use a range of vocabulary in their writing.
- Children in all writing lessons have the opportunity to succeed with appropriate scaffolding and challenge given.
- Children will know how to adapt their writing for audience or context.
- Improvement in communication about writing between school and home through the half termly newsletter.