



Writing at St. Mary's

Intent

Through our English curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By

providing an enriched and engaging English curriculum, we develop confident and enthusiastic learners who are equipped with the tools they need to participate fully as a member of society both now and in their future.

Through rich and varied writing opportunities, we nurture a culture where children take pride in their writing, can write clearly and accurately and can adapt their language and style for a range of contexts, utilizing the wealth of ideas taken from the books we read.

We want our children to be inspired by the rich and varied learning opportunities in English and aspire to be the Roald Dahl, J.K.Rowling or David Walliams of their generation.



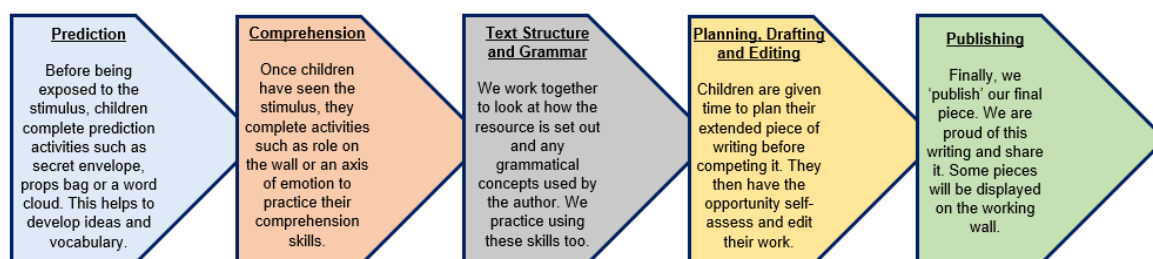
Implementation

Phonics:

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and Year 2. Staff systematically teach learners the relationship between phonemes and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure that all children progress together. This approach also allows application across all subjects, embedding the learning in a rich literacy environment for early readers. Intervention is planned for those children who are working below expected levels or who require additional practice before moving on. We use Floppy's Phonics and we are true to the fidelity of the scheme, starting in the EYs all the way through to Year 2 and into KS2. Floppy's Phonics is visual, audial and progressive and has an array of reading books so that each child, regardless of their ability, has a phonic book that matches the sounds being learnt in class.

English Teaching Sequence:

Each year group teacher has carefully crafted a long term plan which identifies the range of genres, both fiction and non-fiction that they will teach, along with an array of stimulus's (ranging from fiction texts, non-fiction texts, poems, film clips, audio clips, picture books and more), with links being made across the curriculum where appropriate. Each cycle of work is based around a carefully chosen resource that acts as a stimulus for a learning journey, taking the children through a sequence from prediction to publication.



Throughout the writing journey, pupils are given several opportunities to reflect upon their work and utilize skills they have been taught to make edits and improvements. Once they have had time to do this, a 'publishing' activity will take place, where work is given a purpose or opportunity to be showcased to others.

Language:

The promotion of a language rich curriculum is essential to success within writing. The use of accurate and rich cross-curricular vocabulary throughout school is planned within all subjects and is evident in all learning areas and is a key part of our Knowledge Organisers. We do this in an attempt to help children make links across the subjects so that they know more, remember more and understand more. Pupils are given a wide range of opportunities to use and develop their speaking and listening skills within school life

through techniques such as drama, debating and opportunities to speak publicly within assemblies and worships. All of these opportunities are key in helping them to become confident and articulate which in turn will assist them in becoming experts within the writing process.

Cross-Curricular Opportunities:

Throughout the academic year, children are given a large number of opportunities to practice using their writing skills within cross-curricular contexts. Opportunities are provided within religious education, geography, history and science, all of which are planned for within our English long term plans. This gives the children more purpose to their writing, encourages consistency in expectations and quality across the curriculum and provides opportunities for deeper learning that will prepare the pupils for their future.

Impact

- Children will enjoy writing and use features of different genres and styles.
- Pupils can write for different purposes and audiences.
- Our children are proud of their writing.
- Children are able to word process using assistive technology and the tools available to them digitally.
- Pupils know that others value their writing; they see it on display as a 'published' piece, are able to share it, see it used in WAGOLLS etc.
- Skills progress throughout school is evident in children's books.
- Pupils are being adventurous with vocabulary choices.
- All pupils will make progress.
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience.
- A high percentage of pupils will pass their phonics screening check.
- The percentage of pupils working at ARE within each year group will be at least in line with national averages.
- The percentage of pupils working at greater depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).
- Writing across the curriculum is the same standard as in English books.
- Pupils develop the skills and are inspired to become the authors of their generation.
- Pupils are equipped with the tools they need to participate fully as a member of society both now and in their future.