



Writing Curriculum Implementation at St John's Catholic Primary School, Trowbridge.

'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.' National Curriculum 2014

We believe that language is the root of all learning and is something to be fostered and developed at all stages.

English as an Additional Language

We recognise that many children who come to our school have a wealth of language experience other than English. Teachers plan work with care, differentiate lessons and provide additional resources for some children in helping with accessing the curriculum.

Writing Implementation:

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. National Curriculum 2014

Teachers have the knowledge and understanding of the National Curriculum to explicitly teach skills that need to be acquired for the specific year group being taught and build deeply on prior knowledge.

We use high quality whole class texts as a stimulus for writing as well as educational visits, film and theatre which links children's learning to real life experiences and provides a contextualised and meaningful curriculum.

The focus of our teaching pedagogy is centered on one designed around *purpose*. We follow the Michael Tidd '4 Purposes of Writing' – Writing to Entertain, Inform or Persuade.

We follow Michael Tidd's long term suggested plan.



We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions; the use of 'Talk for Writing' strategies across the school supports this.

Teachers nurture a collaborative approach that follows a talk to learn pedagogy where by children learn from each other. Seating arrangements in class promote conversation and collaboration in groups (Shirley Clark).

Teachers give direct instruction in the different components of the writing process (generating ideas, planning, drafting, revising, editing and publishing). Teachers scaffold learning and have a clear understanding of the features of each genre taught. The ultimate aim is for children to relinquish their dependency on the scaffold and develop their unique writing identity.

Teachers write alongside the children and share experiences of writing. Teachers develop an interactive environment whereby the teacher models writing and provide extensive resources to foster language development. Teachers share their enthusiasm for writing.

The class generate a 'toolkit' of skills and features for the writing focus. A knowledge of explicit language, grammatical and presentational forms for that genre is displayed on working walls. Displays show the 'learning journey' and support independence.

Model texts / WAGOLLS are used to explore genre features. Children annotate given texts and learn from their transcription and composition.

Assessment for Learning (AfL) techniques are used and Cold Writes are used as a means to inform future planning.

Word Aware STAR approach (Stephen Parsons) is used across the school to increase children's spoken and receptive vocabulary. Language-rich classrooms where by classrooms are adorned with pieces of texts, story maps, vocabulary lists of useful words and children's writing. Word Wizard Vocabulary displays in each class display key vocabulary taught. We believe that, 'vocabulary must be taught not caught' (Chris Quigley).

Spelling, Punctuation and Grammar (SPAG) teaching is interwoven into English lessons taught in a meaningful context with opportunities to apply learning across the curriculum. SPAG is revisited during retrieval practice at the beginning of lessons.

Teachers give verbal feedback, which is immediate, relevant and allows children to reflect on and attend to learning points.

Self-regulating strategies are developed as children are encouraged to use planners and checklists, toolkits, working walls, dictionaries, thesauri, descriptosaurus, word mats and other resources that support the editing and re-drafting phase before publishing.

Handwriting

Writing also depends on fluent, legible and, eventually, speedy handwriting.
National Curriculum 2014

In EYFS, we focus on developing gross and fine motor skills as a pre-requisite to handwriting. Precursive script is taught in EYFS and Year 1 to ensure that children have mastered correct letter formation. Cursive script is taught throughout the school from Year 2 to Year 6. We have consistently high expectations of handwriting and presentation across all areas of learning. Our children take pride in their learning and recognise the need to write carefully and clearly so that it can be celebrated by everyone.

Reviewed October 2023 AM English Lead