



St Andrew's Primary School

Writing Curriculum Overview

Intent:

Our ambition is that pupils are enthusiastic, independent writers who are able to write fluently for a range of purposes by the time they enter secondary school. Writing is a vital tool for communication and teaching writing for a purpose is at the heart of the curriculum; creating opportunities for pupils to apply learnt skills to different genres is a strong characteristic of our writing planning and pedagogy. We use incrementally challenging fiction, non-fiction and poetry texts to develop pupils' vocabulary and composition skills. We believe that critical reading, discussing, appreciating and exploring texts is essential for learning across the curriculum and for developing writing throughout all curriculum areas. We teach our readers to 'read as writers' and 'write as readers' so that they understand the interdependence of language acquisition skills.

Implementation:

When children start at St Andrew's, early reading and writing skills are developed through daily phonics sessions in Reception and Key Stage 1, using the DfE validated systematic synthetic phonics scheme 'Unlocking Letters and Sounds'. This is supported by the use of decodable reading books, for Reception and Year 1, to allow children develop their love of reading and comprehension in books where they can read or 'decode' all of the words themselves. Alongside reading, oracy is a large part of English lessons in Reception and Key Stage 1. Through story mapping, drama and role play, children learn and use new vocabulary in both speech and writing. Year 2 children develop their spelling, punctuation and grammar skills, with a broadening range of genres that link writing to our cross curricular topics.

As pupils move from KS1 to KS2, planning for pedagogy is characterised by increased opportunities for developing metacognition (with pupils reflecting on the skills they need and strategies to use to help them understand and then write different texts independently). The Write Stuff approach is now used across the whole school to promote continuity and consolidation of skills. In addition, cross-curricular opportunities are provided by our use of the Cornerstones Curriculum throughout the school. Intervention for pupils of all abilities is at the heart of our approach to writing. We provide a range of opportunities for pupils to write for pleasure and for purpose: including story competitions, letters, poetry for the recital celebration, debates and gifted and talented workshops.

Impact:

In EYFS pupils have met their Early Learning Goals

By the end of KS1 pupils have made good or better progress

By the end of KS2 pupils have made good or better progress

All pupils make good or better progress from EYFS to the end of KS2

Those pupils who are disadvantaged and with SEND make at least good or better progress in line with national benchmarks. Formative and summative teacher assessments are accurate (and these are validated/informed by observations, internal/external moderation and standardised assessments). Our effective tracking system-Insight- ensures that gaps in learning are addressed swiftly, demonstrated in the impact of our writing interventions.