



Our Writing Curriculum at Deeping St. James



The ambitious curriculum has been designed for our school from the three perspectives of intent, implementation and impact. We have a progressive document that has a specific detailed plan of what pupils' need to know within each subject area for English taken from The National Curriculum. The Writing Statement is closely linked to the Reading Statement, Phonics Statement & Phonics Policy.

Intent Statement

As a school we are determined that every pupil will learn to write: we prioritise writing as a foundation for future learning. We aim to provide children with the necessary skills to communicate creatively and imaginatively, enabling them to succeed in the wider world.

Our aim is to encourage children to be independent writers for a range of audiences and purposes across different text types. Pupils will be taught to apply their writing skills across all curriculum subjects and themes, which have been carefully developed around quality, challenging texts.

At DSJCP School, we want pupils to be confident writers. Pupils take pride in their learning at DSJCP School; pupils present their work to high standard following the schools handwriting and presentation policy. Pupils also present their ideas orally, being able to elaborate and explain themselves clearly. Pupils make presentations applying their computing skills and participate in debates.

Implementation

All pupils receive a daily English lesson. At DSCP School we aim to create a positive reading and writing culture in school, where both are promoted, enjoyed and considered a 'pleasure' for all pupils. Reading, writing and spelling are closely linked. Pupils are set weekly spellings from the National Curriculum at a level closely matched to their ability. Spellings are taught explicitly throughout the school. For further information see the spelling policy.

At DSJCP School we value the use of talk to structure sentences and ideas before writing. Pupils have the opportunity to discuss ideas with teachers and peers prior to writing and have examples modelled by their teacher. Pupils writing is supported by the displays in the classrooms. At DSJCP School, we use working walls to support the English teaching and learning.

Pupils are exposed to a variety of literature, genre and authors across the school and across the curriculum. These are used as models for writing. At DSJCP School pupils write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.

Pupils read and write daily. Pupils develop an understanding of grammar and punctuation and to acquire a wide vocabulary and to use these appropriately throughout their written tasks. Pupils acquire strategies to enable them to become independent learners in English, for example exploring spelling rules and patterns and how to tackle unfamiliar words when reading.

Vocabulary is displayed in classrooms and promoted through talk and demonstration writing. Pupils are exposed to new vocabulary through Word of the Week assemblies and through vocabulary linked to their class text from The Power of Reading. Pupils have access to thesauruses and dictionaries and are taught how to use these effectively.

Writing Across the School

We aim to create a positive writing culture within school. Teachers model writing in a variety of different contexts, for example, class work and sharing high quality texts such as a class book.

Across the school a wide range of stories, poems, rhymes and non-fiction texts are shared with the children to develop pupils' vocabulary, language comprehension and to continue the enjoyment of reading and writing for an audience. We work passionately to expose the children to high quality texts.

EYFS

EYFS reading and writing go hand in hand; EYFS use a range of fiction and non-fiction books to engage learners across all areas of the curriculum. Teachers use these books to inspire independent writing. Pupils in the EYFS start their writing journey following the 'Little Wandle' programme, learning to write each sound as they learn to read it. As the year progresses pupils are encouraged to write independently. There are a number of writing and mark-making areas in the EYFS setting, pupils are encouraged to complete 'core' writing tasks throughout the week.

Writing in Key Stage 1 and 2

Within Key Stage 1 pupils continue their learning journey through Little Wandle however will begin writing independently more frequently as they continue into year 2. A range of narratives, non-fiction and poetry tasks are completed and writing outcomes are mostly linked to the class text. In Key Stage 2, pupils are encouraged to write for a range of purposes, focusing on the impact of the reader. Lots of opportunity is given for independent writing and once a term, an 'extended write' is completed where three times a year, each class is given the same stimuli to produce a written outcome.

Handwriting and presentation is important. Teachers are expected to use joined, cursive handwriting when marking pupils' books and modelling writing. Pupils are taught cursive handwriting from Year 1 up. All pupils have focused handwriting lessons during the school week.

Impact

Pupils at DSJCP School enjoy writing regularly, for information and for enjoyment/pleasure. Pupils are exposed to modelled texts; they discuss books with excitement, interest both at home, and school. Pupils use these books to inspire their writing. Pupils apply their writing skills to their reading; they are adventurous with vocabulary choices.

A range of genres are taught across the school that are progressive (see progression in genre document) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. Pupils write for a range of purposes.

At DSJCP School teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made. Teachers track pupils' progress each term in Reading, Writing and Spelling, Punctuation and Grammar using an online system (PiXL). This informs planning and any intervention needed. The data from PiXL diagnostic assessments are discussed through pupil progress meetings with the class teacher, SMT and SENCo.

Intervention sessions can then be discussed; these enable a greater proportion of pupils to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress. Teaching Assistants deliver interventions with the support and target areas from the class teacher.

Subject leader provides an action plan for the subject and addresses areas for development and improvement regularly with their subject deputy and designated lead TA. Subject leader reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. The subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives.

Standards being met at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and English.