



Houghton St. Giles Primary Academy Curriculum Statement

Writing



“Dream to Achieve”

“Writing is the most fun you can have by yourself.” - Terry Pratchett

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. Provide sufficient funding to ensure that implementation is high quality. Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> The Learning Journey – what are we working towards, why, purpose for writing and impact on the reader and how this fits in with our learning. The Model Text: <ul style="list-style-type: none"> Analyse high quality model text Work on one reading domain at a time. Focus on new vocab and meaning Identify features and skills needed Collate ideas and inspiration Make judgements about effectiveness Teaching of punctuation and grammar skills: <ul style="list-style-type: none"> Focus on word and sentence skills Ensure daily teaching of spelling. Learn, practice and apply specific skills Evaluate, edit, improve/enhance Writing phase: <ul style="list-style-type: none"> Combine skills for purpose Plan, write, edit/improve, refine Evaluate 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> A developed ability to use phonic knowledge at their stage of development to segment words for spelling. Ability to spell common exception words at their stage of development. A secure understanding of the key punctuation and grammar skills taught at their year group. A progression of understanding, with appropriate use of vocabulary. Understanding of the purpose and impact of their writing. Understanding of the key features required within the genre they are writing An understanding of why they are learning knowledge/skills and when they would use them.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more vocabulary, grammatical knowledge and skills which develops them as writers Ensure an appropriate progression of writing skills and knowledge is in place over time so that pupils are supported to be the best writers they can be, and challenge teachers to support struggling writers as well as extend more competent ones. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> Provide appropriate quality resources to support learning. Have developed learning walls, which include appropriate materials to both scaffold and extend learning to raise expectation and challenge pupils. Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. Deploy appropriately challenging selections of model texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed. 	<p>Books will show:</p> <ul style="list-style-type: none"> Pupils have had opportunities for practice and refinement of skills. A consistent approach to the delivery of writing lessons following the Literacy Learning Pathway. Clear differentiation of support ensuring every child’s specific needs are targeted and addressed. That pupils, over time, evidence they have embedded and subsequently built on the early skills in order to continue to develop as a writer.

<ul style="list-style-type: none"> • Provide targeted training for all staff, which addresses elements for development identified through rigorous monitoring. 	<ul style="list-style-type: none"> • Celebrate the successes of pupils through displaying children's work/ideas to inspire others. 	
<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Plan learning carefully to ensure they meet the needs of all pupils in their groups • Provide quality modelling and feedback to pupils to further develop their writing skills. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials to support their learning. • Attend all relevant training to ensure that they continually strive to deliver the very best writing teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Enthusiastic and driven to improve their vocabulary and make use of new high quality (for their age) word choices in writing. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to self and peer assess their work as a writer because they know how to be successful. • Safe and happy in writing lessons which give them opportunities to explore their own style, skills and experiences. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses writing skills and knowledge • Developing writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through on the spot recognition. • Collate appropriate evidence over time which indicates that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.