

Curriculum Intent Statement for Writing

Our School Vision

"We aim to inspire the members of our community to follow God's light and as a result: form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility.

In achieving our mission, we can all make a positive contribution to our global society."

"I am the light of the world. If you follow me, you won't have to walk in the darkness, because you will have the light that leads to life." John 8:12

Curriculum Intent

At Seend Primary School, we believe that the curriculum should:

- open children's minds
- develop a sense of wonder about the world around them
- engage their natural curiosity
- inspire them to be life-long learners.

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children's moral, social, cultural and spiritual development in support of our vision for the Seend School community.

Writing intent

At Seend Church of England Primary School, we believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers.

Transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process. We aim to give writing a purpose by relating it to topic work and where possible, to real life examples.

Writing Implementation

Though high quality provision, all children have the opportunity to become skilled and enthusiastic writers. Teachers follow these key principles to achieve this;

- High quality texts are used to engage all readers, including boys. Texts that celebrate diversity or link to topics are also used where appropriate;
- A three phase approach is used (phase one – immersion in the text; phase two – skills and planning; phase three – writing, proof reading, revising and redrafting. See planning expectations for further details);
- A weekly plan is used where necessary to outline key vocabulary and skills being taught;
- All writing activities have a purpose and quality should be promoted through publication or presentation to another audience;
- Writing is modelled and supported from immersion to quality writing;
- Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards;
- The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels;
- All classrooms have a working wall that highlights the features of their current unit of work that the children use to support learning;
- As the children progress through the school, there will be a high expectation to see the skills learnt in writing transfer into the foundation subjects, in presentation, grammatical awareness, sentence structure and content;
- Handwriting and letter formation is explicitly taught throughout the school and good presentation is emphasised as appropriate and through all forms of writing.
- In Foundation stage, children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment. This is encouraged by providing a range of materials and resources both inside and outside of the classroom. Children's own attempts at early writing will be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation will be scribed by a teacher or adult working with the group. Ideally this is during the literacy session.

Writing Impact

Our Writing curriculum is high quality, well thought out and is planned to demonstrate progression.

We measure the impact of our writing curriculum through the following methods:

- A reflection on standards achieved against the planned outcome using Integra/Pupil Asset/TA frameworks;
- Children can understand and apply the fundamental principles of spelling, grammar and punctuation in their writing;
- Children can evaluate, improve and redraft their writing;

- Children are responsible, competent, confident and creative writers;
- A celebration of learning for each term (starred writer) which demonstrates a progression of learning across the school;
- Children develop an author's voice;
- Children communicate clearly using accurate grammar, punctuation, handwriting and spelling.
- Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth.
- Children in Year 6 take the yearly statutory assessments for Spelling, Punctuation and Grammar (SPaG)

At Seend Church of England Primary School, assessments are shared at the tracking points against the Foundation Stage profile and National Curriculum age related expectations. These are put onto Pupil Asset and monitored by all staff, the SENCO, the HT, the English subject leader and the governor with responsibility for SEN and Data.