

Intent

Why do we teach this?

At Caister Primary Federation, we believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their writing, thus writing is a fundamental part of our curriculum. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. In addition, we want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a consistent, joined, handwriting style. We believe that all effective writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. With regards to spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

Implementation

What do we teach? What does this look like?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing. Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. Through covering one text per half term in depth, children are given the opportunity to put their writing skills into practice through two pieces of extended writing. Pupils are taught discrete punctuation and grammar skills, appropriate to their year group, within our textbased approach to planning, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing. At Rollesby Primary School, we follow the 'Nelson' handwriting scheme. Handwriting is taught explicitly in lessons and in context when the teacher models correct letter formation. At Caister Primary Federation, spelling is taught regularly in focused sessions within each class. Learning to recognise the high

frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as 'tricky words', as the children are unable to use their phonic knowledge to decode every part of the word. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. Spellings are sent home in each year group as part of the children's homework; the pupils are then tested on these words in their weekly spelling tests.

Impact

What will this look like?

Our Writing curriculum is high quality, well thought out and is planned to demonstrate progression. We measure the impact of our curriculum through the following methods: 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 writer's; A celebration of learning for each term 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.