



Curriculum statement for the teaching and learning of Writing

Intent	Successful	Happy	Ambitious	Responsible	Proud
	writers can adapt their writing to suit different genres allowing the audience to share their ideas.	writers enjoy the process of writing and will use this skill on a daily basis for a range of tasks.	writers look for ways to increase their vocabulary and knowledge of texts to produce their very best written work.	writers take care when writing to ensure they are using all their tools to create a great piece of writing.	writers are keen to share their work with others and can explain how they were successful within that writing task.
Intent	At Sharpness Primary School, we believe that teaching children to understand the power of writing is an important part of our role. We believe that if we equip the children with the correct writing tools, they will be able to use them effectively within a literate world. Writing is a crucial part of our curriculum at Sharpness Primary. By the end of EYFS we expect our children to write simple sentences which can be read by themselves and others. By the end of KS1 our children can write for a purpose in both fiction and non-fiction using a range of punctuation and applying their phonic knowledge in their spelling. By the end of KS2 we intend that our children develop a love of writing and be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. At Sharpness Primary, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish. "No matter what anybody tells you, words and ideas can change the world." John Keating Writing links to our curriculum drivers in the following ways:				
	Our key priorities/curriculum drivers				
	Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences	
	Talk for Writing The approach we use for writing sequences	Vocabulary rich environment	Phonics to support early writing	Spelling and grammar	Cross curricular writing



Writing is taught from Foundation Stage to Year 6.

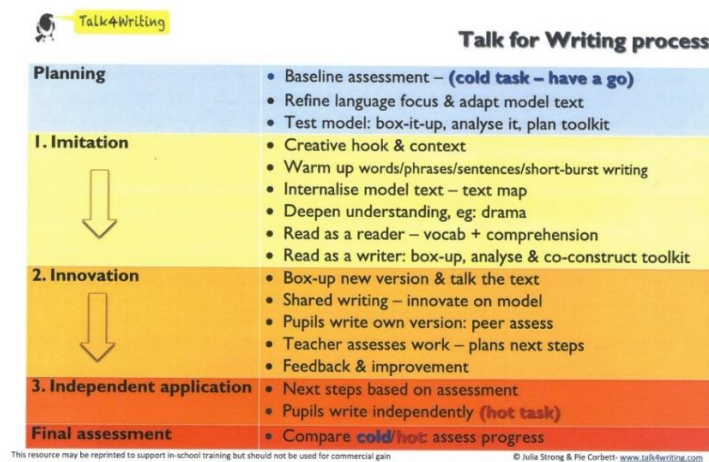
Early writing is taught alongside our phonics programme 'Phonics bug'. This programme supports writing by reinforcing the children's knowledge of the sounds they are learning. Within the Foundation Stage, both the indoor and outdoor environment has resources to support the children's fine and gross motor skills in preparation for writing; the children have opportunities to explore and develop their own interests by providing an environment in which creativity, originality and expressions are valued.

Writing in KS1 is based on children's own experiences drawing on their knowledge of the stories they have read and the world around them.

Writing in KS2 builds on the skills and knowledge acquired in KS1. It allows the children to explore a range of genres in more depth and develop their skills of composition, explanation and discussion. They will explore vocabulary learning to use dictionaries and thesauri to enhance their composition.

Talk for Writing

We teach writing through the Talk for Writing approach across the school. Children learn a story or text off by heart using pictures and symbols on a story map (or text map if it is non-fiction), and actions. They then create a writer's toolkit for each sequence of writing; this supports their own planning and independent writing. In one half term, children will usually complete one fiction and one non-fiction text, this will also include a variety of poetry texts. In addition to this, children have designated spelling and grammar sessions weekly to focus on specific language features. Grammar and spelling is also taught during shared writing so that it can be applied by the children within each lesson.





The Teaching of Spelling

The teaching of spelling has been given considerable thought in Sharpness Primary School as it is an important aspect of writing. The children have weekly spelling lessons and also focussed spellings are highlighted in the 'Talk for Writing' model texts used by each class. We have a positive and interactive approach to spelling that enables children to explore spelling patterns and investigate how words are constructed. They are able to use spelling books and subject specific word banks to support them when writing independently. When drafting writing, children are encouraged to have a go at unfamiliar spellings in order to continue the creative flow.

Speaking and Listening

Speaking and Listening is a vital step in enhancing children's writing. Our children are given the opportunity to use a variety of techniques such as, talking partners, role play, hot seating and drama. In this way children can develop their ideas and language skills and apply this to their writing.

Speaking and listening activities are also central to our Talk for Writing approach. Children talk 'the writing voice' in their story retelling sessions and at other points during the week. This is based on the premise that children will learn and develop the ideas, vocabulary and higher level grammatical structures needed to improve their writing through talk.

Implementing our key priorities/curriculum drivers

Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences
High expectations of written work. Broadening horizons by highlighting authors and local literary festivals. Being successful by composing a variety of writing genres.	EYFS - Y6 speaking and listening; modelling of vocabulary and grammatically correct terminology Subject specific vocabulary Exploration of vocabulary across the curriculum	Model texts to include a range of cultural stories. Writing across the curriculum includes a range of different cultures.	Through a range of subjects to enrich: • Author Visits • Local walks / visits as a 'Hook' for writing • Theme days - Poetry / Creative writing • Visits and visitors • Community links • Collaborative writing projects



Impact	<table><tr><td>Pupil Voice Children can talk about their writing with enthusiasm, and discuss the features of different genres. Children can talk about how they use the skills they have learnt across the curriculum.</td><td>Evidence in Knowledge Children can make links between reading and writing. Children demonstrate an understanding of the purpose of writing and their intended audience and know how to make an impact on the reader.</td><td>Evidence in Skills Children can apply skills from reading to writing, and across a range of genres and subjects. Vocabulary choice is precise Toolkits are applied effectively</td></tr></table>	Pupil Voice Children can talk about their writing with enthusiasm, and discuss the features of different genres. Children can talk about how they use the skills they have learnt across the curriculum.	Evidence in Knowledge Children can make links between reading and writing. Children demonstrate an understanding of the purpose of writing and their intended audience and know how to make an impact on the reader.	Evidence in Skills Children can apply skills from reading to writing, and across a range of genres and subjects. Vocabulary choice is precise Toolkits are applied effectively
	Pupil Voice Children can talk about their writing with enthusiasm, and discuss the features of different genres. Children can talk about how they use the skills they have learnt across the curriculum.	Evidence in Knowledge Children can make links between reading and writing. Children demonstrate an understanding of the purpose of writing and their intended audience and know how to make an impact on the reader.	Evidence in Skills Children can apply skills from reading to writing, and across a range of genres and subjects. Vocabulary choice is precise Toolkits are applied effectively	
	Monitoring and Assessment Formative assessment is ongoing throughout every lesson to inform planning, lesson activities, targeted pupil support and enable appropriate challenge to all children. Children are given feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing. Insight Tracking based on National Curriculum objectives is used to inform teachers and leaders of the skills and knowledge the pupils have achieved or need to improve further. Subject leaders closely monitor books and Pupil Progress Meetings take place termly with to assess every individual child's learning needs and progress.			
	Outcomes All children attain in EYFS attaining the ELG in writing unless there is a specific SEN (progress will be evident across the year). The percentage of children in Y2 and Y6 reaching EXS and GDS is at least in line with national average for all groups of children. Progress for PP children is in line with NPP children across the school. By the end of Y6, children will be able to write clearly and accurately, and adapt their language and style in, and for a range of contexts, purposes and audiences. Children will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the next stage of their education.			
	Impact of our key priorities/curriculum drivers			
Aspirations	Developing oracy and widening vocabulary	Developing children's understanding of different cultures	Providing experiences	
Children will have knowledge of famous authors.	Children will have a rich vocabulary of words (age specific) to enhance their fiction and non-fiction writing.	Children will have a greater understanding and experience of stories from a range of different cultures allowing	Children will meet authors and poets from within our local area and further afield to broaden their writing experience.	



Sharpness Primary School

Curriculum Intent, Implementation and Impact

			them to enhance their own writing composition.	
--	--	--	--	--