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| **St Joseph’s Writing Curriculum Plan** |

**Our aim at St Joseph’s is:**

* **To equip pupils with a strong command of and confidence in their use of the written word**
* **To encourage children to acquire a wide vocabulary and an understanding of grammar through the vehicle of their writing**
* **To produce children who can write clearly, accurately and coherently at the end of each key stage at the appropriate level**
* **To teach children to adapt their language and style in and for a range of contexts, purposes and audiences**
* **To instil in our children an appreciation of our rich and varied literary heritage**

**A writer from St Joseph’s Catholic Primary school will:**

* **Be secure in their skills in -**
1. **Transcription (spelling and handwriting)**

**b) Composition (articulating ideas and structuring them in speech and writing) at the appropriate level at the end of each key stage of their education**

* **Be able how to plan, revise and evaluate their writing to allow clarity of communication**
* **Be able to spell quickly and accurately,**

**a) Through knowing the relationship between sounds and letters (phonics) and**

**b) Understanding the morphology (word structure) and orthography (spelling structure) of words.**

* **Be able to understand and use an extended range of vocabulary and grammar to support their written communication**
* **Be able to use inference and knowledge of words – work out nuances in meaning, and how to develop their understanding of, and ability to use, figurative language and grammatical terms**
* **Have a legible and speedy handwriting style (cursive) and the physical stamina to write**
* **Be able to control their writing consciously and for a range of purposes using Standard English**
* **Be able to use age related punctuation accurately and with confidence at the end of each Key Stage**

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| **Independent and purposeful writing outcomes** **and links to wider curriculum** |
| Intent | * Create a writing culture where children are exposed to a range of high-quality texts in a variety of contexts to work from and to read
* To build a confidence to write
* To recognise styles of writing they can use to communicate effectively
* To choose appropriate genre of writing to communicate
* To value writing as a tool that allows for effective communication and supports learning
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| Implementation | * All writing contexts below contribute to developing confidence as a writer
* Children have the opportunities to pursue their own writing goals
* Children are aware of their targets
* Teachers will model themselves writing for pleasure
* The parents take part in writing activity sessions in all the classes
* Writing is reinforced as part of the wider curriculum coverage
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| **Curriculum Provision: see progression map Talk 4 writing which covers each year group in text structure, sentence construction, word structure/ language( grammar), punctuation and terminology( technical words related to writing and grammar) CLPE units used to give reading based bias.** |
| **Progression map** | **Please see St Joseph’s progression map for writing based on Pie Corbett’s Talk for writing progression** |
| **Grammar** |
| Intent | A pupil at St Joseph’s:* Will be able to use grammatical terms
* Will be able to Compose their writing at the appropriate level at the end of each key stage of their education
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| Implementation | * All children will learn grammatical terms from Foundation as laid out in the T4W progression
* All KS1 and KS2 children will have explicit 20 min lessons on aspects on grammar they then go on to use when this is required otherwise Grammar coverage to be made explicit in the context of writing units
* CLPE sequences will be chosen based on a review of cold pieces of writing that the children do in the genre to be covered
* The texts will be chosen explicitly to support amongst other things the needs of the cohort and may be adapted to meet these need
* Teachers will use NNG to support their subject knowledge and give extra exempla, if required
* Children are exposed to terms linked to a semantics programme from FSU that runs through the school to support concept/terminology link
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| **Spelling** |
| Intent | For the children to:* To be able how to plan, revise and evaluate their writing to allow clarity of communication including the identification of spelling issues
* To be able to spell quickly and accurately with an extending knowledge of common words
* To understand the relationship between sounds and letters (phonics)
* To know a range of spelling patterns and rules that they can then go on to apply
* Knows how to learn and retain a spelling
* Be able to spell quickly and accurately
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|  | Early writing - FSU, Yr1 and intervention  | Later writing |
| Implementation | * Writing is integrated in phonics sessions
* Guided writing takes place in a meaningful context
* Creative writing opportunities are always part of continuous/structured play provision
* Phonics and common exception words are taught to children who have been identified with intervention needs in extra sessions as part of phonic intervention provision
* Grammatical terms are used from FSU to Year 6 and are in line with the national Curriculum’s recommendation reflected in the T4W progression
* The T4W progression is one that sets
* slightly higher expectations than NC to ensure ambitious expectations from staff
* from foundation children begin to link spelling with a cursive hand through guided work and phonics
 | * All children from year 2 follow the No nonsense spelling writing programme to ensure coverage and a range of strategies
* All children take home spellings as homework from the appropriate spelling lists and from what is being taught in the NNS and common exception/ spelling lists that are in line with the National curriculum
* All Children are taught to use a dictionary
* All children are explicitly shown how to use different strategies to learn and retain a spelling and use VAK methods (visual, auditory and kinaesthetic)
* Word aware programme supports the learning to look part of the spelling strategy
* Children will be using a cursive style from the Spring term in year 1 onwards and this will help with internalising the spelling patterns
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|  **Guided writing and shared writing** |
| Intent | A pupil at St Joseph’s:* Has the ability to write with fluency and has an author’s voice
* Thinks about the impact they want their writing to have on the reader and knows how they will achieve this
* Has an excellent bank of vocabulary and an excellent knowledge of writing techniques to extend detail or description
* Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures
* Display excellent transcript skills that ensure their writing is well presented, punctuated, spelled correctly and is clear and neat
* Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and an improvement on their last
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|  | Early writing | Later Writing |
| Implementation | * Talk 4 writing sequence is followed from Foundation to year 6 - teachers have the whole progression so they are aware of the objectives that come before and after
* All children will be guided in their writing in small groups and as a class with the teacher modelling writing daily to ensure embedding takes place in many forms
* Children will do short burst writing directly from modelled work in sequence work as part of their boxing up work – to cover all objectives above
* Children are exposed to terms linked to a semantics programme from FSU that runs through the school to support concept/terminology link
 | As Early writing and:* CLPE sequence are followed and adapted from Foundation to year 6
* Teachers have a whole aspirational writing progression so they are aware of the objectives that come before and after. The progression includes Year 7 for children who are working significantly above Year 6
* CLPE sequences will be chosen based on a review of cold pieces of writing that the children do in the genre to be covered
* The texts will be chosen explicitly to support amongst other things the needs of the cohort and may be adapted to meet these need
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| **Vocabulary** |
| Intent | For the children to:* Be able to understand and use an extended range of vocabulary and grammar to support their written communication
* Be able to use inference and knowledge of words – work out nuances in meaning, and how to develop their understanding of, and ability to use, figurative language and grammatical terms and technical topic vocabulary
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| Implementation | * All children follow the Word Aware programme which runs from FSU to Year 6 where words are taught in a consistent way and reviewed at intervals
* Words to be selected from curriculum for this programme - to ensure they are used regularly and thus embedded in meaningful contexts
* Speaking and listening promoted in all curriculum areas as part of ‘**Answer, Prove, Explain**’ method
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| **Core writing texts to support reading to learn across the curriculum** |
| Intent | * Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently
* Allowing the children to work in the same way as real authors
* Allowing children to use their own work to learn from in an effort to recognise and internalise personal targets
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| Implementation | * All year groups - First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning)
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| **Progression for each year group** |
| **Progression map** | Please refer to the curriculum overview documents - these will specify core texts.There will be a consideration of a balance between literature that represents Black, Asian and Minority Ethnic/ Traditional/cultural and poetry |

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| **Punctuation** |
| Intent | * Be able to use age related punctuation accurately and with confidence at the end of each Key Stage
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| Implementation | * From FSU to Year 6 children internalise punctuation by ‘walking the sentence’ as they map revising previously learned punctuation and learning new punctuation. (Walking involves using the hand movement to denote the punctuation as the sentence is rehearsed orally)
* Teachers model punctuation use as an ongoing part of writing not just in edit during short burst model and write sessions
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| **Handwriting** |
| Intent | * Have a legible and speedy handwriting style (cursive) and the physical stamina to write
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|  | Early writing |  |
| Implementation | * children will always have access to and be directed to a range of writing implements including those such as chalk that require more effort and involve greater friction
* FSU children have daily finger gym sessions to build muscle stamina
* Gross motor sessions will be included in the continuous provision that ensure the children are using a 90% angle to make patterns in paint etc. to ensure the build-up of upper arm strength
* Children who require grips are identified early and retain these grips until they no longer require them
* Children who require intervention in the area of fine motor will receive this in the High 5 sessions throughout all year groups
* Children always have left as well as write hand resources available to them
* Children are shown how to sit and slant paper
 | * Handwriting is modelled as much as possible in the classroom environment
* Children who need a boost in this area have access to daily practise via laminated sheets etc.
* Children will be taught cursive form from Spring in year 1
* All the spellings the children receive are joined from year 2 and leaned in that way
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|  **Impact in writing** |
|  | FSU | Key stage 1 and 2 |
| Assessment Evidence in order to assess impact | * EYFSP
* Observations of writing behaviour and talking to pupils
* Observation of early writing in phonics and FSU learning environment
* FSU continuous provision plans
 | * SATs
* Observations of writing behaviour & talking to pupils
* Moderation materials
* Book scrutiny cold and hot pieces in books
* Pupil voice feedback
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| Moderation and assessment - coordination | * Moderation made by English coordinator
* Inter school moderation
* pupil voice
* learning walks for environment
* book scrutiny
* moderation of writing inter class
* review of year group input data
* review of end of Key stage results in writing
* Review of planning to ensure coverage and balance
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