

Curriculum Statement for the Teaching and Learning of Writing

<b>Intent</b>	At Parc Eglos we aim to for our children to become writers who are alive to the power of words. In striving to communicate through writing we aim to develop children’s understanding of how to engage the reader when writing for a range of purposes. We aspire for our children to be curious, creative and imaginative writers, who draw on first-hand experiences and the world of their reading, when crafting pieces of writing. In developing resilience as writers, we feel strongly that children need to understand that writing is a process, in which writers journey over time. From playing with and exploring language, to refining their work using their knowledge of language features, grammar and punctuation, they strive to communicate clearly and in an increasingly engaging way. We want children to aspire to be the best writers they can be, drawing on all the Parc Eglos Virtues in the process of their writing so that they can feel proud not only of their published piece but also the journey they have been on to achieve it.						
<b>Scope</b>	Little Wandle Letters and Sounds National Curriculum/Quigley Milestones as exemplified by our school ‘Key Concepts Progression’ document Talk for Writing Jane Considine – The Write Stuff Literacy Shed Plus Visual Literacy						
<b>Key Concepts</b>	<u>Treasuring Words</u> Writers are alive to the power of words.	<u>Collecting</u> Writers are collectors of words, ideas, language features, information, life experiences.	<u>Playing</u> Writing is a process of exploration and experimentation.	<u>Rehearsing</u> Rehearsing ideas (either orally or mentally) before writing them down is a crucial writing strategy.	<u>Structuring</u> Writing needs to be thoughtfully structured with an awareness of reader and purpose.	<u>Fluency</u> Writing requires fluency on a number of different levels.	<u>Purple Polishing (and editing)</u> Writing is a craft/process.
<b>Underpinned by</b>	<b>High Expectations (Aspirational)</b>	<b>Collaboration</b>	<b>Fluency</b>	<b>Modelling</b>	<b>Vocabulary</b>		
	All children are expected to succeed and make progress from their starting points.	Throughout school learning to write and developing a passion for writing is seen as a partnership between pupils themselves and adults.	(see ‘Key Concept Progression’ document)  Children understand that grammar, punctuation, spelling and handwriting all have an important part to play in make meaning clear to the reader. Teachers support children to develop their skills in each of these areas, in order that they become fluent in incorporating them into their writing.	Teachers model at every step of the writing process, using shared writing and work conferencing to support and scaffold every child to achieve to their full potential on the road to independence. Teachers make explicit the resilience required to produce a piece of writing to be proud of, whilst communicating pleasure in the process. Reading is the ultimate model of writing and teachers recognise this, explicitly making links between reading and writing through their teaching.	(see ‘Key Concept Progression’ document)  Ambitious vocabulary is taught explicitly, both through reading and shared writing experiences. Children from Year 2 upwards, use ‘Writers Notebooks’ to collect examples of high-quality language to use in their writing. In Phase 1, this is a whole class process, modelled by adults. Across the school, displays support children to further develop their vocabulary. Teachers use ‘in the moment’ teaching opportunities to promote children’s vocabulary and language development and support children in making links in their learning.  Everyone in our school community is invested in enriching children’s understanding of the power of words.		

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<b>Implementation</b>	<p><b>Phonics</b> We teach phonics through the Little Wandle Letters and Sounds phonics programme. It is a systematic, fast paced approach to teaching phonics. Children apply their phonic knowledge to their spelling.</p>	<p><b>Cross Curricular</b> Writing is at the heart of our curriculum, ensuring that skills taught in writing sessions, are applied in other subjects. Opportunities to make links between writing and other subject areas, are actively sought at the planning stage.</p>	<p><b>Genre</b> Children are exposed to/experience an increasingly wide variety of genre as they journey through the school. Texts chosen as a stimuli/models for writing, draw on local culture and global diversity where appropriate. Teachers are alive to the potential of using class texts as a basis for writing experiences.</p>	<p><b>Writing for Pleasure</b> Every class has some time per half term for children to write for pleasure. They can choose their own subject matter and whether they share their writing and who they share it with. Writing for pleasure provides opportunities to write freely, to develop fluency and engagement and experiment creatively.</p>	<p><b>Spelling, Grammar, Punctuation and Handwriting</b> As well as being linked to the Key Concepts, SPAG and handwriting are taught as discrete aspects in their own right.</p> <ul style="list-style-type: none"> <li>• Spelling is taught through Little Wandle and Spell Zoo.</li> <li>• Handwriting is taught using Little Wandle in Phase 1 and Nelson Thorne in Phases 2 and 3.</li> <li>• Punctuation and grammar are taught meaningfully through writing units.</li> </ul>
	<p><b>Talk for Writing</b> In every year group, one or more units will be taught using a 'Talk for Writing' approach. In Phase 1, this forms this is an integral part of the teaching of writing.</p>	<p><b>Wider Community</b> Children have opportunities to write in response to their experiences in the wider community. For example, writing 'thank you' letters and recounts after visits, writing stories based on their experiences in local settings, creating information posters to be displayed outside of school and leaflets about local places, events and people. Visitors to the school, provide further stimuli for writing.</p>			
<b>Impact</b>	<p><b>Pupil Voice</b></p>	<p><b>Evidence in Knowledge</b></p>	<p><b>Evidence in Skills</b></p>	<p><b>Outcomes</b></p>	
	<p>Through discussion and feedback, children speak enthusiastically and with confidence about writers/texts that have influenced them. They can also discuss how the adults in school have helped them to become writers. Pupils are encouraged to reflect upon the crafting of their work and to talk about/celebrate their achievements.</p>	<p>Pupils can talk about the crafting of writing showing an awareness of the school key concepts and an understanding of our 'Writer's Golden Threads'.</p>	<p>Children are taught reading and writing progressively and at a pace appropriate to each individual child from EYFS to Year 6. Teachers subject knowledge ensure that skills taught are matched to the Early Years Framework and the Chris Quigley/ National Curriculum milestones/objectives. Teachers model to children how to utilise key writing strategies and this is evident in children's awareness of them.</p>	<p>In Key Stages 1 and 2, during each term, children will achieve a minimum of two independent pieces of writing to be assessed against the Core Objectives to inform termly assessments. These are moderated within year groups and across Key Stages at termly writing moderation meetings. At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention. In Early Years, children work towards achieving the Early Learning Goals. Examples of writing are shared as part of the termly moderation process.</p>	