



ST. PETER'S CATHOLIC PRIMARY SCHOOL

WRITING CURRICULUM 2024 –25

INTENT

Throughout their time at St. Peter's, our children will enjoy a range of engaging writing opportunities. We want our children to demonstrate enthusiasm and motivation for writing, tailored to their needs and abilities. Our aim is that there is a consistency of approach to the teaching of writing across school, with writing composition strategies being taught through modelling and supported practice.

We aim to encourage our children to develop a love of writing. We have developed a varied and engaging writing curriculum, which ensures progression as children move through school. Any child that we feel needs additional support to help them reach age related expectations is given the opportunity to work with our highly trained staff and access additional support.

At St. Peter's, writing is underpinned by:

- The high quality systematic teaching of phonics through Little Wandle Letters and Sounds;
- A focus on oracy, with a range of purposeful speaking and listening opportunities;
- The explicit teaching of vocabulary and language.

Early Years

The development of communication and language is given the highest priority. Our staff know that high quality adult-child interactions are important and that

language provides the foundations of thinking and learning. They see themselves as having a vital role in modelling effective language and communication.

As soon as children start school, they begin to learn to read and recognise the graphemes that represent different sounds. They participate in a daily phonics session focusing on recognising letters and the sounds they make (grapheme–phoneme correspondence). We use Little Wandle Letters and Sounds, a systematic synthetic phonics programme validated by the Department for Education, to deliver our phonics teaching. This is taught in a systematic way, following a clear sequence of learning to ensure progression at a good pace. Staff understand that writing is physically and intellectually demanding. Children’s fine and gross motors skills are developed in readiness for writing with arrange of different activities, which are incorporated into indoor and outdoor provision. Activities are carefully planned to enable children to develop the necessary skills to hold a pencil correctly. Expressive language underpins writing and is always prioritised. High quality texts are used to support the curriculum. Stories are brought to life and contextual vocabulary is introduced.

Children are provided with a wide range of opportunities to communicate through writing within different areas and contexts in order to develop their motivation to write.

Early identification of children with vocabulary gaps and poor oracy is used and these children are supported by the NELI intervention (Nuffield Early Language Intervention). All staff understand that the earlier these children are identified and offered the correct support, the earlier the word gap can be narrowed, thereby improving the life chances of these children. In addition, staff work closely with the SENCO and ‘Speech and Language’ where children have been identified as having poor speech and language skills, in the hope that these children will receive bespoke support in order to ‘catch up’ as quickly as they can.

Key Stage 1 and 2

At St. Peter’s, we believe that the mastery of written language is vital. We believe that writing should be purposeful, rich and enjoyable for all and always have an authentic audience and purpose at the heart. Writing with a clear purpose and a real audience provides children with and intrinsic motivation and enthusiasm for writing. In line with recommendations from the Education Endowment Fund, we teach the

five stages of the writing process explicitly to our children: planning, drafting, revising, editing and publishing.

The school has developed a mastery approach to writing, focussing on four key writing purposes:

Writing to entertain (narrative, descriptions, poetry)

Writing to inform

Writing to persuade

Writing to discuss

These purposes build as children move through school, with Key Stage 1 focussing on writing to entertain and inform. Persuasive writing is introduced in Lower Key Stage 2, with writing to discuss (balanced arguments) introduced in Upper Key Stage 2.

A unit of writing in Key Stage 1 and 2 broadly follows a similar model as set out below. We believe that modelling is the cornerstone of effective teaching and learning. Each stage of the writing process requires explicit modelling by the teacher, with a gradual release of responsibility.

- All teachers plan a unit of writing which lasts approximately 3 – 4 weeks. The plan is linked to a high quality text, often a recommended picture book, which is linked to the current curriculum topic. The stimulus for writing might also be a first hand experience, a real event or some form of digital literacy.
- Teachers start with an end goal, which focuses on the purpose of the writing, the genre and the intended audience. This is made clear to the children from the outset so that they understand how their current learning links to the intended outcome. It also means that children are encouraged to consider how purpose and audience will affect the writing.
- A range of pre writing activities are included in the plan. These might include:
 - Engagement with the text
 - Responding to the text
 - Further exploration of the text through drama
 - A range of speaking and listening opportunities and exploration of contextualised vocabulary in order to develop vocabulary and language.

- Activation of prior knowledge and analysing similar texts modelled by the teacher.
- 'Unpicking' of a model text to identify the key features of the genre, so that children understand the expected outcome. This also helps to generate a set of 'success criteria' or writing goals, which are continually referred to throughout the writing process.
- Explicit teaching of punctuation and grammatical skills that will be required in the intended outcome. These are linked to year group expectations, and contextualised (linked to the text) as much as possible.
- Planning of writing using a graphic organiser.
- Modelling of shared writing by the teacher using 'think aloud' and other metacognitive approaches.
- Children draft their own short sections of writing with guided writing sessions and targeted practice for identified children, based on ongoing assessment.
- Feedback is given to the children at the point of learning as much as possible. This will be done in a variety of ways: at the point of learning, at the start of the next lesson as a whole class activity, or through peer evaluation.
- The use of the writing goals set during the planning stage are used to help the evaluation of writing.
- Children are taught to effectively revise and edit their work throughout. They are taught to understand the difference between the two, with editing being 'making changes to ensure the text is accurate and coherent.' This typically means correcting spelling, grammatical and punctuation errors. Revising is means making changes to the content or composition of the writing in light of evaluation and feedback.
- Children write up their final piece which is used as an assessment opportunity by the class teacher.
- Authentic contexts for writing are created by publishing the writing in some way for others to read it.
- Publishing may not be the outcome for all pieces of writing, but it does provide a strong incentive for children to produce high-quality writing and encourages them in particular during the revising and editing stages.

To support writing, each class has an English working wall, containing the model text, shared writing from previous sessions and key vocabulary. Writing books show evidence of progress, and by the end of KS2, we aim for all children to work at the expected standard or above.

Writing is displayed and celebrated in classrooms and whole school displays. We aim for writing in other subjects to be of the same quality as writing in English books. In cross curricular writing, children are provided with the opportunity to apply the writing skills they have been taught in other subjects and produce high quality work which also demonstrates evidence of achievement through the application of key topic knowledge and vocabulary.