

St Thomas Primary School: Writing Curriculum Overview

Subject	Intent	Implementation	Impact
English Writing Skills transcription <ul style="list-style-type: none"> • spelling • handwriting composition <ul style="list-style-type: none"> • structure • grammar • punctuation 	<p>At St Thomas, we are dedicated to equipping children with the necessary skills to prepare them to be lifelong writers. We use stimulating, diverse texts to engage children and build exciting experiences into our English lessons to provide children with opportunities to expand their ideas and build rich vocabulary. Teachers explicitly teach writing skills and support children to develop increasing independence. This, in turn, builds motivation and confidence leading children to create successful independent pieces of writing. We recognise the importance of writing for a purpose and build a variety of writing genres into our curriculum so that children can make a connection between their learning in school and how this can be applied in the “real world.”</p> <p>The curriculum will ensure children will be able to:</p> <ul style="list-style-type: none"> • plan, draft, write, evaluate and edit across a range of genres • enjoy writing for a range of audiences and purposes • use appropriate spelling, grammar and punctuation in their writing • write legibly, fluently and with increasing speed 	<p>Supported by: Read Write Inc., SpellingShed, Jane Considine Education, RWI Handwriting, Letterjoin</p> <p>The writing overview outlines coverage in each year group and how the subject is sequenced. Knowledge and skills build to ensure there is progression through our curriculum.</p> <p>Spelling includes:</p> <ul style="list-style-type: none"> • standalone lessons using RWI and SpellingShed to develop a range of strategies to support spelling and for teaching words from statutory spelling lists • spellings set for home practice • handwriting practice and dictation linked to spelling words <p>Punctuation and grammar includes:</p> <ul style="list-style-type: none"> • teaching from the Write Stuff scheme, using our progression and coverage maps to ensure key skills are taught throughout the units and revisited frequently for consolidation <p>Composition includes:</p> <ul style="list-style-type: none"> • teaching from the Jane Considine scheme, which is adapted to maximise the opportunities for writing • exposure to a variety of high-quality texts, including fiction, non-fiction and poetry • teaching of the writing process across a range of genres: immerse, imitate, innovate, improve • children focussing on their individual targets to improve their writing • 1:1 writing conferences between pupils and teacher to improve writing • differentiation and adaptation for all abilities • Cross-curricular links through project related writing and texts. 	<p>Assessment:</p> <p>for spelling includes:</p> <ul style="list-style-type: none"> • weekly reviews of SpellingShed activity and monitoring of work in Spelling books • on-going teacher assessment and feedback during lessons to encourage children to self-edit and improve their writing • marking Independent Writes at the end of each Write Stuff unit using EGG grids • statutory testing in Year 6 <p>for punctuation and grammar includes:</p> <ul style="list-style-type: none"> • marking Independent Writes at the end of each Write Stuff unit using EGG grids • on-going teacher assessment and feedback during lessons to encourage children to self-edit and improve their writing • statutory testing in Year 6 <p>for composition includes:</p> <ul style="list-style-type: none"> • on-going teacher assessment and feedback during lessons to encourage children to self-edit and improve their writing • marking and verbal feedback at the end of each Write Stuff unit using EGG grids • regular moderation of writing by teachers and leadership team • external moderation in Year 6 <p>Monitoring:</p> <ul style="list-style-type: none"> • internal data is scrutinised termly to monitor if children are on track • where individuals fall below expected levels of attainment, additional support is provided to accelerate progress • progress and data is discussed regularly in weekly planning meetings and staff meetings.