



St Joseph's Catholic Primary School
 Inspiring everyone to **REACH** through
 Faith, Hope, Love

Intent, Implementation and Impact Statement for Writing

At St Joseph's Catholic Primary School, we intend to provide an **aspirational** writing curriculum, which is accessible to all children (starting from EYFS) across the whole of the primary phase **inspiring everyone to REACH through Faith, Hope and Love**. We deliver lessons that are **aspirational**, engaging and well-resourced to enable access to learning for all children including children with FSM, EAL, PP and SEND. Through **high expectations**, our children strive for excellence, and are able to work both independently and co-operatively with **resilience**. We are dedicated to encouraging all children to be passionate about writing. We are determined that ALL children will become highly competent and **confident** writers by the end of their time with us. We are also committed to ensuring that children are able to recognise the importance of writing in the wider world, preparing them for all aspects of life including their transition into secondary school.

Intent	Implementation	Impact
<p>The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression from EYFS to Year 6 in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through aspirational themes and topics. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals.</p> <p>Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children's love of reading, writing and discussion right from EYFS. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts.</p> <p>We want to inspire children through Faith, Hope and Love to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.</p> <p>Our intent is to enable children to:</p>	<p>We ensure that our lessons provide many purposeful opportunities for writing and discussion by creating a positive culture in school, where writing is promoted, enjoyed and considered 'a pleasure' for all pupils and they are encouraged to REACH in all they do.</p> <p>Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.</p> <p>Teachers use the ten "Key Performance Indicators" (KPI's) specific to each year group to ensure good progress and target areas for support.</p> <p>Classrooms will be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</p> <p>We use a wide variety of experiences, quality texts and adapted resources to motivate and inspire our children all following a scaffolded approach using styles from a range of English schools of thought – Talk for Writing and Big Write.</p> <p>All pupils receive a daily English lesson (except on REACH Friday's).</p> <p>The process looks like this:</p> <ol style="list-style-type: none"> 1. Exploring text type – text marking. 2. Retell 3. Big write – initial assessment piece. 4. VCOP session 	<p>The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives encouraging them to REACH in all areas.</p> <p>Long term pupils will:</p> <ul style="list-style-type: none"> • Be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. • Enjoy writing across a range of genres. • Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded and adapted to suit all needs. • Have a wide vocabulary and be adventurous with vocabulary choices within their writing. • Have a good knowledge of how to adapt their writing based on the context and audience. • Leave primary school being able to effectively apply spelling rules and patterns they have been taught. • Make good and better progress from their starting points in EYFS to achieve their full potential. Pupils of all abilities will succeed. <p>Assessment and Monitoring in English:</p>

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Have **aspirations** and develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.
- Re-read, edit and improve their own writing.
- **Confidently** use the essential skills of grammar, punctuation and spelling.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Use discussion in order to learn; they should be able to **confidently** elaborate and clearly explain their understanding and ideas.
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At St Joseph's Catholic School, our REACH values underpin everything we do. In Writing, children show our REACH values by:

Resilience – children persevere and keep going within their writing journeys.

Empathy – children can write with an awareness of different audiences and can 'put themselves in others shoes' within their writing.

Aspiration - children are keen to create pieces of writing incorporating all the skills that they have covered.

Confidence – they have the confidence to edit and improve upon their work always asking questions to further their understanding.

High Expectations – they are encouraged to always be the best that they can be during writing tasks. We aim that by the end of KS2

5. VCOP session
6. Big write – VCOP assessment opportunity
7. Innovation – planning
8. Writing phase – modelled.
9. Writing phase – modelled.
10. Writing phase – modelled.
11. Purple Write assessment piece – independently completed after a short break.

Spellings:

- EYFS to Year 6, to use the Unlocking Letters and Sounds format to plan and deliver consistent phonics/spelling sessions.
- Age appropriate spellings sent home weekly for pupils to practise their words and to write a sentence containing each word at home. These are tested weekly. These are also practised using Look Cover Write Check (LCWC) sheets at school.
- Pupils are being adventurous with vocabulary choices.
- Pupils are able to acquire strategies to enable them to become independent learners in English (spelling rules and patterns).
- Pupils are able to discuss and to **confidently** present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.

Display:

- Working Walls are used in all classes from EYFS to Year 6 aiding pupils and guiding them through the process of learning.
- Vocabulary promoted through displays in class, in all curriculum areas, which enhances and encourages a wider use of vocabulary.
- Displays of writing, in class, shared areas and on the school website, giving a purpose and audience, to encourage pride in work and to show that all work is valued.

Resources:

- We will provide appropriate quality equipment for each area of the curriculum. It could include well-chosen resources to support independent work e.g. word banks, spelling guidance sheets, dictionaries,

- The impact of our English curriculum is measured through the monitoring cycle in school:
- Lesson observations, book monitoring and learning walks
- Skills progressing (grammar and punctuation) throughout the school is evident in children's books.
- Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English.
- Moderating pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made – three times a year.
- Tracking pupils' progress each half term in Reading, Writing, Speaking and Listening and Spelling, Punctuation and Grammar. This informs planning and any intervention needed.
- Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress.
- Parents and carers will understand how they can support spelling, grammar and composition at home, and contribute regularly to homework.

Importantly, monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.

Role of the co-ordinator:

- Monitor the standards in the subject to ensure that outcomes are at expected levels. This includes those children who are in the lowest 20% to ensure we are closing the attainment gap.
- Provide ongoing support to colleagues.

<p>all of our children have made considerable progress from their starting points in EYFS.</p>	<p>thesauruses, relevant grammar sheets (adverbs, adjectives etc). All learning and activities planned to be accessible to all learners, including those with SEND, G&T, disadvantaged and other factors. Adaptations for these groups of children are made to allow access to the Writing Curriculum.</p>	<ul style="list-style-type: none">• Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time.• Highlight / Celebrate successes.
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