



Writing Subject Story



- I write for pleasure
- I write for a purpose
- I use spelling, punctuation and grammar accurately
- I use ambitious vocabulary

Intent - What are we trying to achieve?

At Saint Michael's, we aim for our pupils to write for a purpose and pleasure, enjoying the process of becoming an author. We want our children to understand the process of writing and be able to write for a variety of purposes and audiences with independence and confidence. Writing is an essential form of communication which will allow them to access the full curriculum and participate as a member of society. We recognise that writing allows pupils to develop culturally, emotionally, intellectually, socially and spiritually. We want our children to understand the power of the written word and the way it can entertain, inform, persuade and discuss. In KS2, the children have the opportunity to set publishing goals and decide how best to publish their written work.

Implementation - How is the curriculum being delivered?

We have developed a bespoke curriculum which fully meets the National Curriculum programmes of study for writing. This is divided into the strands of: transcription: spelling, transcription: handwriting, composition and vocabulary, grammar and punctuation. Each year group has curriculum objectives to teach in English lessons and reinforced throughout the whole school curriculum.

We have organised the curriculum into a Curriculum Map which allows children to 'Write for a Purpose'. In KS1 'Talk for Writing' is used to ensure the children master how to write to entertain and inform. In KS2, we have created a bespoke approach to ensure KS2 have the opportunity to write a variety of genres including fiction and non-fiction pieces, using quality texts to inspire their writing.

Each half-term in KS2, pupils will be taught a themed 'Writing project' which they will complete in their English books. Lessons are structured around building a community of passionate writers, reading like writers, learning grammar in context, proof reading their work, editing and then publishing their written piece.

Writing projects in KS2 include: Narratives, a variety of forms of poetry, recounts, information texts, discussion texts, fables, and reports.

We use the Twinkl Spelling scheme and children are tested weekly.

A 'How to' guide is written by the subject leader and shared with all teachers. Teachers will use a variety of pedagogical techniques to inspire and embed high-quality writing. These include: shared writing, guided writing, drama, role-play, use of The Imaginarium. Pupils are encouraged to edit and improve their writing continuously so that the purpose is clear.

Each week, children receive spelling homework from the Twinkl Spelling scheme and every fortnight, they receive a Grammar, Punctuation or Spelling home learning task from a year group specific CGP workbook. This allows parents to support their child's learning at home.

Writing is taught in the hour-long English lesson each day and each piece of work is assessed by the teacher in accordance with our Assessment and Feedback policy. In KS2, teachers use VF (Verbal feedback) and written feedback to assess children's writing. Vocabulary, Grammar, Punctuation and Spelling is taught within English lessons and reinforced throughout the curriculum. Writing is also taught throughout the whole curriculum and the same high standards are expected and teaching points are reinforced by all teachers and teaching assistants in other subjects.

Each term, the children will also complete a Grammar, Punctuation and Spelling (GAPS) test, which will provide a standardised score and give the teacher a summative assessment of writing. These assessments, combined with the teacher's everyday assessments will help the teacher form an overall 'point in time' assessment each term.



We promote and teach cursive handwriting from Year 2 through to Year 6 because we recognise a method to improve fluency, speed and accurate spelling. We teach neat and legible handwriting throughout the school and, in Years 5 and 6, pupils will be given the opportunity to use a handwriting pen at the teacher's discretion.

Impact - What difference is the curriculum making?

Pupils value writing and are able to write for different purposes and audience throughout the curriculum. Our pupils have a sound understanding of grammar, punctuation and spelling as shown consistently in statutory assessments. They are able to draw on a wide range of ambitious vocabulary to enhance their composition.

Within English, writing will promote the pupil's spiritual, moral, social and cultural development by encouraging the children to experiment with different genres when writing. The children will have experience of different texts that promote a spiritual, moral, social, and cultural thought process. The children will have opportunities to write their own narratives, fables, historical accounts, letters about issues within the community, how to guides, poetry and discussion texts amongst other genres.

English writing will promote British Values by exploring the importance of tolerating others beliefs and ideas through collaborative work in groups and learning about historical literary figures who may have had different beliefs to the children. Using stories from other cultures will also promote mutual respect – encouraging children to share tasks and listen to others' ideas.

English writing will help pupils develop a Growth Mindset by focusing on feedback either through marking in KS1 or VF in KS2. Staff will promote high expectations, encouraging children to take pride in their written work. Pupils will be encouraged to challenge their own learning through a range of differentiated challenges and will be encouraged to embrace these challenges and celebrate each other's success by sharing and assessing each other's outcomes.

If you visited a writing lesson at St Michael's you would see:

- A passion for writing for a purpose
- Writing linked to a specific genre
- Quality texts to inspire writing opportunities
- Children taught grammar in context and how this is weaved into their writing
- Promoting the spoken language by the children participating in quality discussions with teachers, sharing their ideas, performing, reading their work aloud and editing with their peers.

Pupil Voice

Reception: 'I love retelling stories with actions'

Year 1 'I like writing because you can write all kinds of things like stories, learn about adjectives and learn new digraphs that we don't already know to help us with our spellings.'

Year 2 'I love English because we get to write our own stories. I was proud of my story: The fox who was afraid of moonlight.'

Year 3 'I love writing because I can be imaginative and creative'

Year 4 'I love reading and learning poems. We need to be able to write for our future!'

Year 5 'I like that we get to use lots of different books in our enjoyed writing the information text about Disney'

'I love that we can be creative. I have enjoyed writing about stories, information texts and graphic novels'

Year 6: 'I love writing now about what I would like to write about' 'We get to publish our own work and we got to take our writing into Ashford and share it with the community'



An example of progression in our curriculum

Letter formation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write recognisable letters, most of which are correctly formed.	To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.

Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum. Within this subject, we will ensure:

- Where appropriate, within Writing we ensure the children have the opportunity to write about topical and current issues, often around racial justice.
- The children learn that writing is a powerful tool for influencing social change – the pen is mightier than the sword.

Our Ambitious Curriculum

Our curriculum is designed to give all our children the knowledge and cultural capital they need to succeed in life. Writing enables our children to communicate through the spoken language and written form. Writing gives our children a tool to use to empower their future.

Pupils with Special Needs: In writing, children will have adult support to access the learning if required (scribe, mind map, bullet point or type their ideas). Children will work closely with adults to articulate their ideas within discussion, map out and plan their writing. Teachers will model writing through shared opportunities and scaffold learning to include features of grammar. Other strategies include:

- Key vocabulary on slides, books and shared with pupils at the start of every lesson.
- Key vocabulary is shared with children on their desks to support writing.
- Use of story maps to prompt their ideas and innovation of their own work.
- Use of bullet points to structure work, story maps, whiteboards to jot down ideas or sound buttons to orally retell work.
- Use of laptops to touch type extended pieces of writing.
- Pictures and resources included to support their understanding of key vocabulary
- Pre-teaching of vocabulary
- Independence is supported
- Talk for learning and teacher modelling
- Working in mixed ability pairs or groups to share ideas and work together to edit and peer assess work

Disadvantaged Pupils: All children at St Michael's have access to the excellent resources and facilities we provide. They all benefit from excellent teaching and learning. All educational visits and workshops at school are fully funded for disadvantaged pupils so every child has access to the same high-quality learning experiences. Delight in Shakespeare provides children with the opportunity to learn and retell a Shakespeare play. All children come up with their own ideas, create lines and perform to an audience.



How we can support the lowest 20% within Writing

- ## Outstanding Examples of Learning

