

Writing curriculum Statement



Intent, Implementation and Impact

Intent

- Create opportunities for children to write clearly, accurately, and coherently, adapting their own language and style in and for a range of contexts, purposes and audiences
- Acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at school
- Teach in context by making real life, cross-curricular links so that children understand how their writing skills can be applied in and outside of the classroom
- Provide classic, canons of literature that act as model and mentor texts when writing, enabling children to make links between both reading and writing
- Enhance teacher's pedagogical and subject knowledge to ensure they understand the content, the best ways to teach it, the common misconceptions and how to address them

Implementation

Danesfield teachers are passionate about our shared vision for writing and our intentions of teaching within context. We **implement** our intentions by:

- providing a curriculum that teaches writing skills through a wide range of inspiring genres, texts and hooks
- encouraging teachers to teach grammar and punctuation through both English and cross-curricular lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching. We believe linking it to the genre, makes it more connected and engaging with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills
- spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Spelling Shed Scheme to support their teaching and to provide activities that link to spellings. In EYFS and KS1, spellings are taught in groups according to ability and the differing needs of the children, which will also include the teaching of phonics
- in EYFS, every class has a dedicated letter formation time. Children take their dancing fingers to the Dough Disco to ensure their fine motor skills are developed before writing. They Squiggle Whilst They Wiggle to music, practising letter formation. Handwriting is taught within lessons in KS1, and outcomes in KS2 are recorded in writing books to promote a high level of pride and presentation across all written outcomes and work towards a pen licence
- We use 'the purple pen of progress' that allows children to reflect on their writing and make changes once their teacher has marked their writing
- keeping marking and feedback as 'live' as possible in order to address learning in the moment, challenge children appropriately and to ensure marking is as specific and actionable as possible.

- teachers use periodic, formative assessments to discern any gaps, and teach to those gaps, addressed both in whole-class teaching and smaller intervention groups
- the subject leaders having a thorough understanding of the pedagogy, current research and content of writing teaching across the school and use this knowledge to develop coaching relationships with teachers and teaching assistants

Impact

By teaching writing as we do, we believe we are achieving the best possible outcomes for all children. The **impact** of our teaching is evident in different ways.

- Pupils will enjoy writing across a range of genres
- Pupils will have developed a wide vocabulary that they are able to use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Children will leave school being able to effectively apply the spelling rules and patterns they have been taught
- Pupils will be ready to write in any subject in their forthcoming secondary education
- There will be no significant gaps in the progress of different groups of pupils
- Class teachers will address any gaps and misconceptions through formative assessment (regularly assessing writing, writing lessons and activities) and summative assessments (these are carried out termly using PiXL. The question level analysis (QLA) gives teachers meaningful, useful insights with teaching materials matched to the gaps identified
- We moderate within year groups and the subject leader holds 1-to-1 meetings with teachers to support their judgments. This enables the subject leader to take deliberate action to improve the effectiveness of the writing curriculum
- EYFS, end of KS1 and end of KS2 data will continue to show that children at Danesfield perform particularly well in Writing, significantly higher than the national and local averages

This intent-implementation-impact statement is a working document, one which is reviewed and adapted and reflects teaching improvement as an ongoing process.