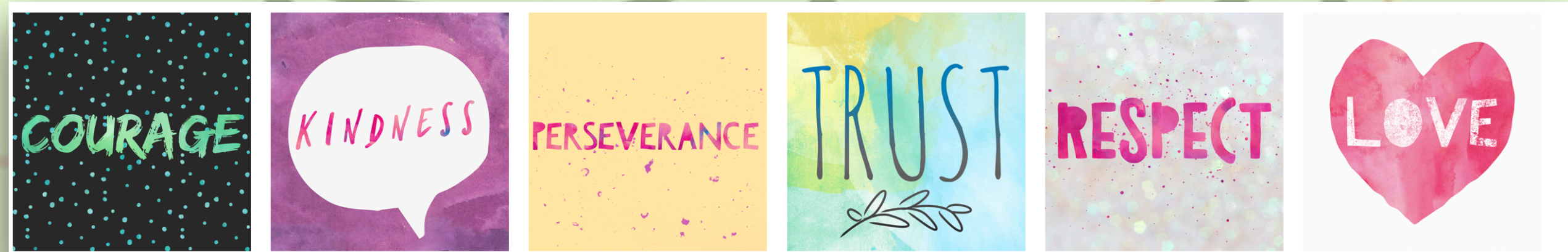
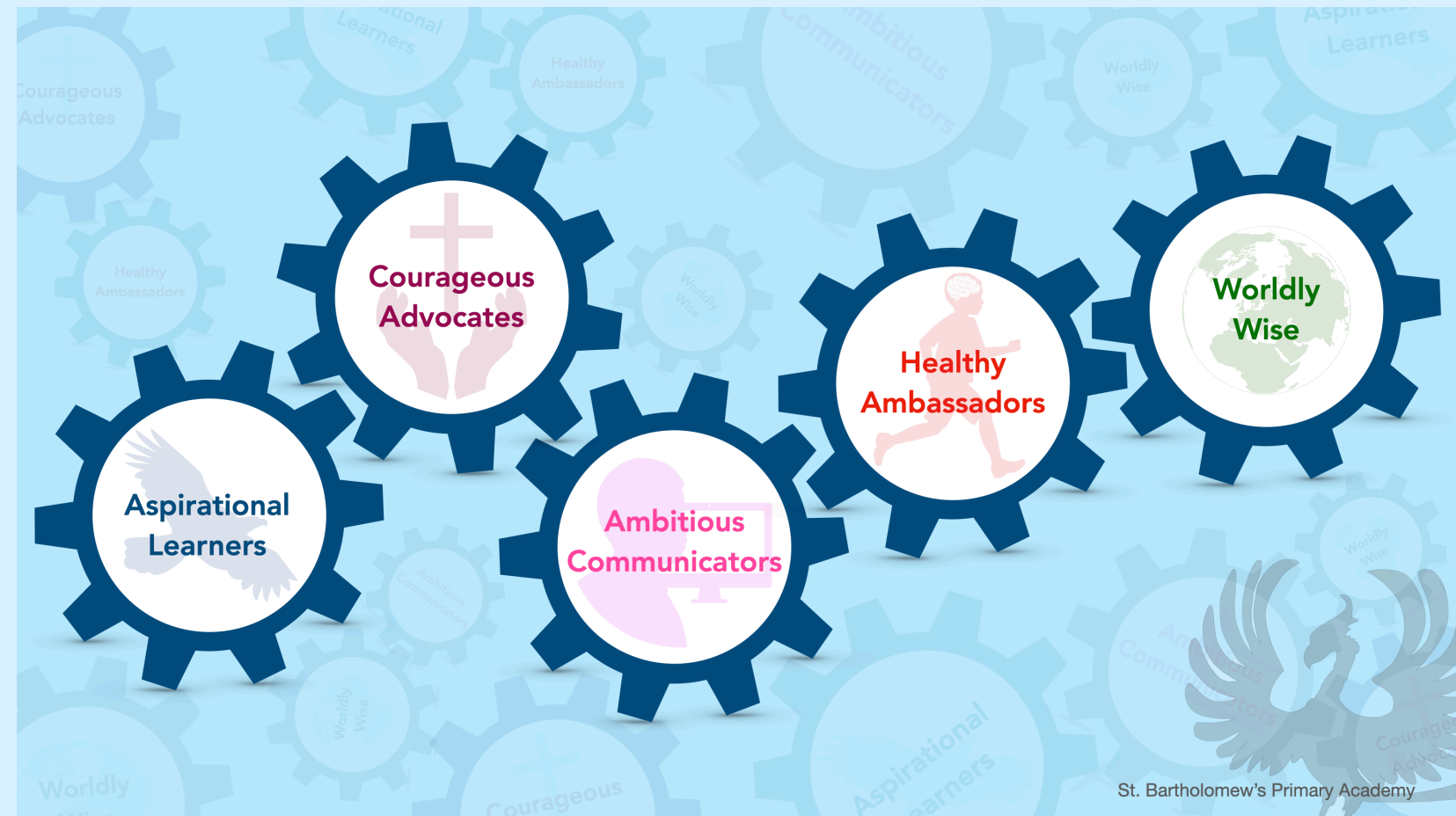


Writing Flight Path

Hand in hand we learn, we grow, we soar

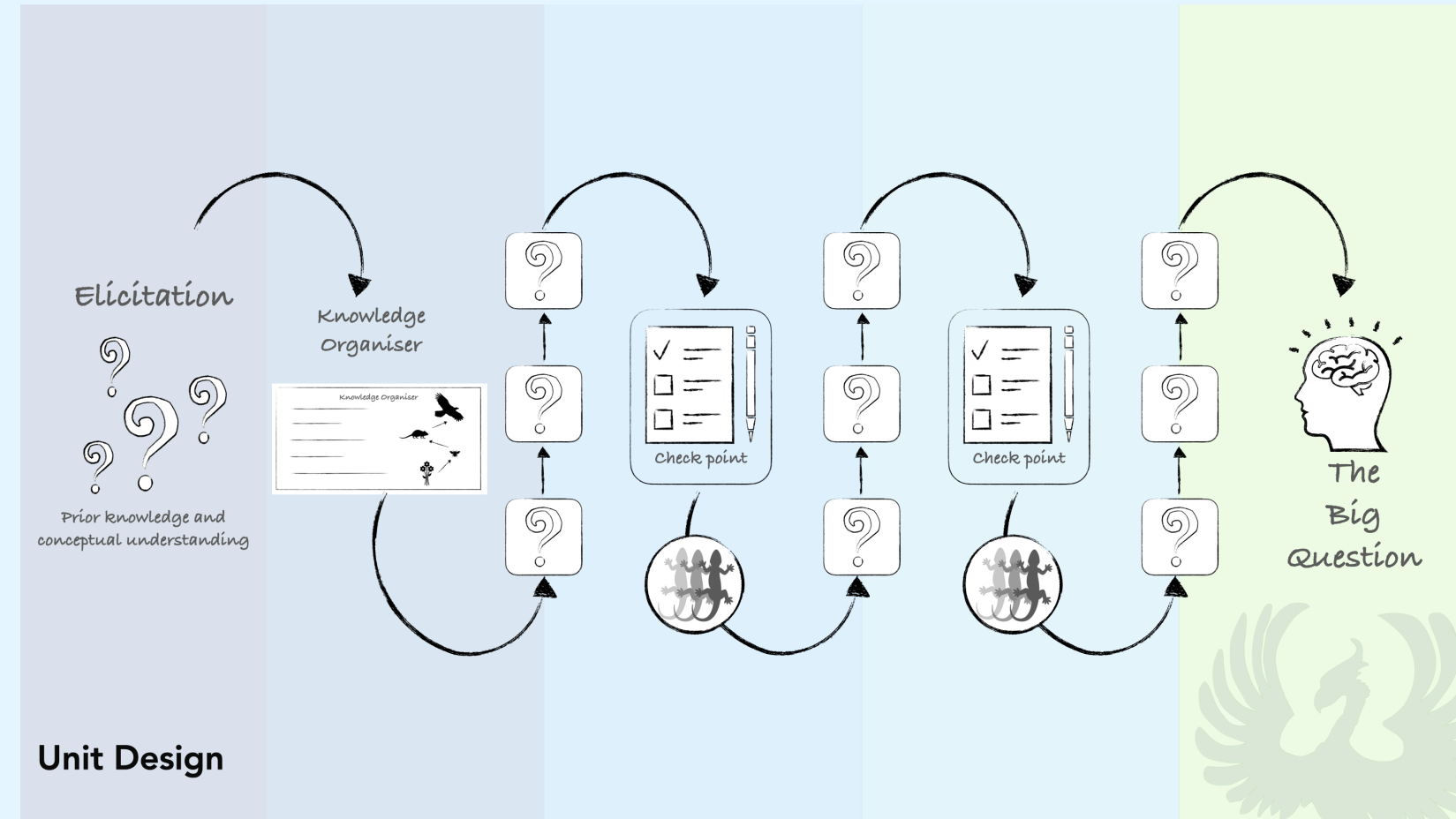


Our Curriculum Drivers



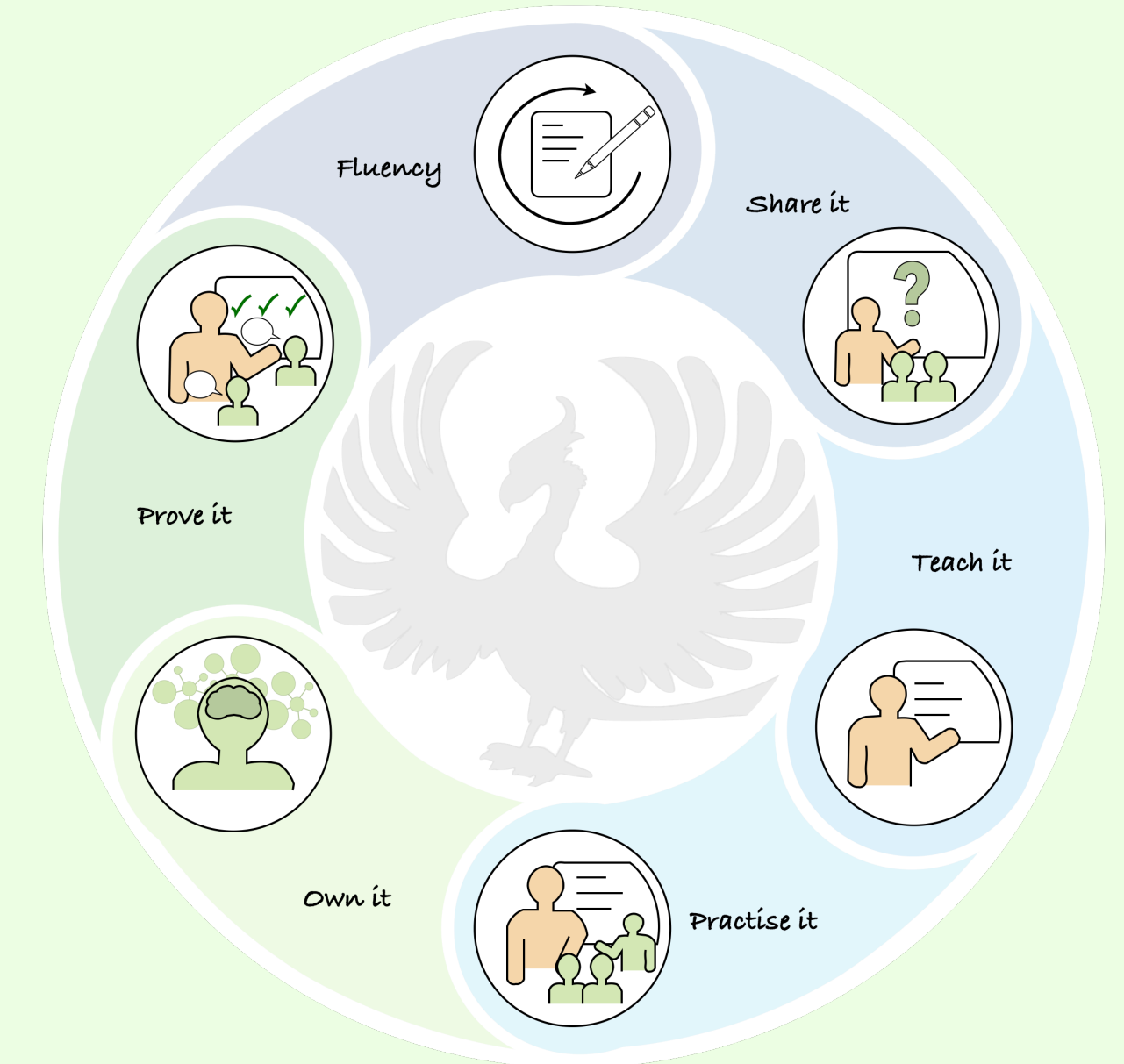
These articulate the ambition of our curriculum and how it will enable children to be confident, successful and ambitious citizens, prepared for life outside of school.

Our Unit Design



These are the principles that teachers adhere to when designing a unit of work, to ensure it builds upon prior learning and leads to secure schema.

Our Lesson Design



This is the structure we follow during lessons to reduce cognitive load and ensure all children are able to succeed.

Curriculum Intent

At St Bartholomew's our aim is to provide all pupils with a writing curriculum which will produce individuals who are: literate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and appropriate resources so that pupils can develop their writing skills to their full potential. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to 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 in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, by developing a good, joined, handwriting style by the time they move to secondary school.

Good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. At St Bartholomew's we aim to foster a love of writing and a passion for new and exciting vocabulary.

Implementation

In Early Years, a variety of materials are available to develop fine motor skills essential for pencil control and the formation of writing. These include play dough, cutting, threading and using a range of tools. The children are encouraged to mark make as they access a range of materials independently which are carefully planned to promote the development of writing skills. A wide variety of opportunities are provided for children to engage in writing activities such as: shared writing, role play (e.g. restaurant), labels, recipes, lists and menus. Their efforts at this emergent writing stage are valued and praised and as their phonic knowledge and handwriting skills increase, this will be reflected in their writing.

In both key stages we follow the Talk For Writing approach. It enables the children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version. The teachers make sure the children have the opportunity to write a range of genres including stories, poetry, newspaper reports, explanations, diary extracts and sets of instructions. Each unit of work begins with learning a text with actions and mapping it with pictures and symbols so that the pupils understand the structure of what they are expected to write. Teachers constantly talk through the thought process of a writer as they model writing skills such as rehearsal, proof reading, editing, word selection, sentence construction, paragraphing as well as specific grammar and punctuation relevant to that particular age group. This then leads to shared writing, which is a collaborative approach used across the school and enables the pupils to contribute their ideas and thoughts. The teacher models and teaches specific writing skills and there is the opportunity for effective discussion which results in a piece of work that the children and the teacher have written together. Independent writing is encouraged both in English and across the curriculum. Children are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work. Each child is viewed as an individual and they are given extra support and challenge to help them reach their greatest potential.



Impact

As a result of our writing curriculum, our children are able to write with confidence, fluency and understanding. They will have experienced writing a range of genres and developed an understanding of writing for a purpose and a particular audience. Their vocabulary will have been enhanced and they will have a thorough understanding of grammar, punctuation and spelling which will lay the foundation for their writing journey.

We use a variety of strategies to evaluate the knowledge and skills of reading:

- CPD to ensure that teacher pedagogy and assessment is secure
- Regular feedback, marking and pupil voice
- Subject monitoring including lesson observations
- Formal assessment to track progress and identify gaps
- Low stakes assessments
- Cross trust moderation ensuring secure teacher judgements
- Cross-curricular opportunities to apply writing skills



Composition



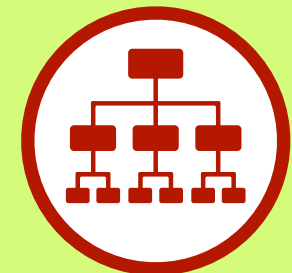
Handwriting



Sentence Structure



Spelling



Text Structure



Punctuation

