



Writing Curriculum Intent, Implementation and Impact Statement



Intent

The intent of Church Vale's Writing curriculum is to enable our pupils to be able to write accurately yet creatively with a passion and enthusiasm for the written word. Through understanding grammatical conventions, effective planning and composition techniques and through studying a wide range of quality authors and genres, pupils will become confident and skilled writers with writing toolkits that they can transfer to the variety of text types studied.

The concepts of self awareness and possibility will be key themes within the model texts chosen, while use of drama and educational visits will bring a wealth of experiences and cultural capital to enrich our children's writing through their own personal experiences.

Key Concepts

Lessons will focus on the key concepts of being a writer, within the breadth of the Foundation, KS1 and KS2 topics. The broad key concepts for Writing follow the National Curriculum:

- Transcription
- Spelling
- Handwriting
- Composition
- Vocabulary, Grammar, Punctuation
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Interwoven throughout the curriculum, our 3 **core Church Vale values** of **possibilities**, **community**, and **self-awareness** will be explicitly explored alongside and within our breadth of study.

Implementation

To enable a continued thematic approach, key concepts will be mapped out across the Foundation stage, Key Stages 1 and 2.



Books chosen have been designed to be progressive and will build on prior learning. Progression is in place to ensure children are building on prior learning specific to writing genres and text types. This allows children to repeatedly practise their prior learning and ensure they are confident and secure at communicating the identified genre by the end of the specified year or key stage. Where appropriate, links have been made to the wider curriculum in order for



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children to use English as a tool to learn new content and make links in their learning. This is not to the detriment of quality texts, which is our priority.

Our curriculum has been carefully chosen to provide our children with the 'cultural capital' they will need to learn effectively and progressively build on their key concepts as they progress through school.

How the EYFS provides the Foundations of Writing at Church Vale

At Church Vale we value the importance of talk and recognise the vital link between speech and language and emerging writing. Our environment provides language rich opportunities for our children to learn how to express themselves and converse with others. When you spend time in our Early Years environment you will see quality interactions between adults and children. Our practitioners are extensively trained to be able to model, repeat, extend, scaffold and question children through play. We adopt a universal approach to supporting speech and language however we always quickly identify any children with specific needs and provide impactful targeted and specific intervention to close any gaps of development.

Children are exposed to high quality provision that enables them to practise and strengthen their fine motor control. Over their time in EYFS they explore, practise and master control and precision when using a range of tools, including pencils for writing and drawing. F1 children take part in regular fine motor adult led sessions specifically using the programs 'Squiggle whilst you wiggle' and 'Dough disco' F2 children receive daily finger gym and handwriting sessions following the school's handwriting policy.

Children are taught Systematic Synthetic Phonics daily. In F2, children quickly learn the alphabetic code and make the link between phoneme and grapheme. Children take part in daily shared writing and weekly guided writing and are exposed to a range of writing opportunities in the environment to practise application of their skills.

Impact

Learners are able to better develop their key concepts and make greater links between aspects of English studied across the whole of Church Vale and will develop an understanding of how to communicate effectively (using Standard English) for a range of audiences via a plethora of well embedded text types. They are empowered to listen to, read and ultimately tell their own and others' stories and in order to connect with others and develop a real understanding of the world and themselves. Ultimately, key areas are developed to a high standard and skills are well applied in context to what children are studying.

Phonics tracker is used to assess GPC. Writing is assessed summatively each term using School Assess, while formative assessment is ongoing through each half term. Progress across classes is closely monitored by the subject leader and senior leadership team. Children with SEND will be assessed using B Squared Progression steps. Monitoring will include: regular book looks, lesson observations, gathering evidence of good practice, pupil voice interviews, looking at data on School Assess and regular learning walks.

By the end of Year 6, children will be able to confidently compose and write, using a variety of grammatical elements, across a variety of genres for a range of contexts, purposes and



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audiences. Notably, children will have fostered a love of writing and an understanding of its importance and purpose.

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