



Writing Curriculum Statement



At Fixby J&I School, all our pupils come to school to be happy, to be safe and to learn. This is the principle that has inspired the Fixby Curriculum.



INTENT

Writing at Fixby Junior and Infant School is underpinned by two central aims: to instil in our pupils an excitement for the creativity of the writing process and to teach them the necessary skills and abilities to become successful, independent writers. Every child will learn and love to write by being given real and exciting materials to inspire them; and by providing them with opportunities to write for different reasons and in different genres and contexts.

We aim to provide all the children at Fixby Junior and Infant School with support to write using quality first teaching and a clear, well-planned progression across all aspects of writing at genre, sentence and word level. We understand that spoken language, reading and writing are tightly interwoven. Therefore, we use excellent reading materials and texts and examples of high-quality writing to inspire children and enable them to emulate these styles, which helps children understand that their writing is for reading. We also aim to ensure language and vocabulary are built up from our youngest children through school using our own school's outcome approach and our own assessment systems to ensure our children can write to the best of their ability.



Aims

The National Curriculum for Reading (2014) aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

IMPLEMENTATION

Writing is taught through a range of genres and exciting stimuli, including books, film clips, artefacts, visitors, and real-life experiences. We strive to provide real purposes and audiences for writing and equip children to develop a rich vocabulary that can help them bring their writing to life. We believe engaging in daily and meaningful talk and writing is one of the best ways to develop children's language. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Writing can be thought of as a process comprising five components: — planning, drafting, revising, editing, and publishing. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing.

Each teacher/ year group uses the objectives mapped out in the National Curriculum and the EYFS Framework as their foundation point and plans writing lessons against the school's Progression Document, which provides a yearly overview of the narrative and non-fiction writing genres they need to teach within. We plan our teaching sequence to be linked to our reading books, topics, or current interests alongside the overarching long-term plans. All this supports the writing curriculum.

Throughout school, we recognise that language is essential in helping students understand curriculum content, as it is a vital link to writing. Teachers assist students in bridging from talking to writing, discussing the writing process and using meta-cognition to show them how we write. Opportunities to practice oracy within all our writing teaching sequences and to support their thinking and organisation of writing. Spellings are linked directly with phonics for our younger children, and in years 2-6, we use the spelling rules in the NC Statutory Guidance and spelling lists. The teaching of handwriting goes hand in hand with that of our phonics as the teacher's model, and children practice letter formation and a fluent joined style when ready. Grammar and punctuation are threaded and planned carefully across each teaching sequence and in the context of the writing so that children can see the purpose and how it is used.

The formative writing assessment is done daily using AfL and teacher knowledge, with a Summative assessment done at the end of a teaching sequence in Independent Write. Teacher assessment of each objective is recorded and moderated within phases and with the English lead. Moderation is a key element to ensure consistency and accuracy in each piece of writing linked to the National Curriculum.

Teachers will refer to the writing exemplification in Reception and the TAFS in Y2 and Y6. Other teachers may use the exemplification folders developed for other year groups to support judgements and inform planning.

Sentence Structure

To instil an ability to confidently build sentences as our pupil's progress through school, children are introduced to simple sentences in early Key Stage 1. Majoring in the very basics of sentence construction through rehearsal of sentences and continual practice and mastery of these simple sentences creates confidence that subsequent teaching builds on.

From this point, complexity is built year upon year, beginning with the original simple sentence and building outwards. Weekly sentence-building tasks throughout the school are sequenced so that the basic sentence unit is constantly developed and expanded so that by Upper Key Stage 2, children can begin to manipulate grammatical constructions to create a range of different effects.

Punctuation

Increasingly difficult punctuation is explicitly taught through SPaG activities and modelled through the daily use of class readers and quality book-based units. In conjunction with explicit teaching and a dependable understanding of sentence structure, children are able to apply an ever-expanding range of punctuation marks in their writing.

Basic errors in these punctuation marks are picked up in marking and will be corrected by children the next time work is completed, allowing them to quickly reflect on their own writing and correct any errors made.

Planning And Editing

We recognise that choosing words for the page is only part of the writing skill, which must also be combined with the key skills of planning and editing. As children develop these skills, the purpose and audience take prominence to enhance the quality of writing produced.

We also recognise editing as a key foundation of writing successfully, and it has become a central facet of our writing pedagogy to use 'pit-stop' editing, pausing regularly to re-read and edit work (both correcting errors and improving writing) rather than undertaking one large session of editing once a piece has been written.

Spelling and grammar are taught fluidly and discreetly across writing lessons. Handwriting is taught and practised across the school in conjunction with phonics and spelling. We also recognise the importance of applying writing skills across the wider curriculum and plan regularly for this to happen.

Publishing

Recent research has suggested that many factors contribute to children producing high-quality writing. One of these is having a clear audience and purpose for their writing; alongside this is the chance to 'publish' their work by writing it up in the neatest fashion possible. This practice gives purpose to our editing time and ensures that children really do give their best to their writing. At Fixby, we publish our work after every writing opportunity and, where possible, present it to the proposed audience to fulfil its original purpose.

Impact

We want all of our pupils to enjoy writing and succeed in all areas of their writing lessons to enable them to access the more comprehensive curriculum and gain vocabulary to support them in school and their future. On-going assessment informs all learners' planning for and progress, with gaps and errors spotted and corrected during verbal and written feedback. Peer assessment empowers pupils to work collaboratively to judge the effectiveness of each other's writing. Peers are also the audience for writing pieces and writing what is planned.

As our work is shared, the purpose is realised, and the effects their writing has on that audience can be felt and experienced. Writing has now become a communication, entertainment, instruction, persuasion, and discussion tool. Skills taught within our writing, spelling, and handwriting sessions are applied and utilised.

Our writing curriculum aims to provide children with the skills and attributes to become confident and adaptable writers and to see the value and purpose of writing for their current and future selves.

IMPACT

At Fixby, we value the importance of developing pupils' knowledge together with their skills: this is what develops deep understanding and results in good progress.

Formative assessment is fundamental in assessing pupils' knowledge, skills and understanding. Opportunities for pupils to recall what they have learnt are woven into all lessons, through effective questioning, carefully designed lessons and discussions. Analysis of observations and pupils' outcomes are used in lessons to identify misconceptions and address gaps in learning.

At the end of each term pupils are assessed using Cornerstones assessments. This allows us to monitor pupils' journeys through history and track their progress and plan for next steps.

The outcomes of summative assessments are implemented into future planning.

The impact of Reading is assessed through the following methods:

- Monitoring by subject leader and link Governors, including
 - Planning scrutiny
 - Work Scrutinies
 - Pupil interviews
 - Data analysis