Curriculum Offer for Writing

INTENT

How is your curriculum set up and what it the rationale behind it?

Context:

Market Town:

Raise aspirations for all of the children
All children to achieve (21.7% PP – increased over time)
Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Vision

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Mission

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

Our school values underpin our day to day lives:

• **Fairness**: We act without bias and provide equal opportunities for everyone.
'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
''For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Teamwork**: We work together to achieve shared goals.
'For the body is not one member, but many' (Corinthians 12:14)
• **Ambition:** We work hard to achieve our aspirations and never give up.
'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)
• **Care**: We look after each other, ourselves and our environment.
'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)
• **Respect**: We are thoughtful and considerate to ourselves, others and the environment. 'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.' (Matthew 7:12)

Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

In order to achieve our vision we aim to ensure that our children understand the importance of being:

• **Respectful**: Each child is thoughtful and considerate to themselves, others and the environment.
• **Ready to learn**: Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
• **Resourceful**: Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.
• **Reflective**: Each child is curious, able and willing to learn from their mistakes and can describe their progress
• **Able to Reason**: Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.
• **Resilient**: Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

Children will experience an abundance of quality, engaging texts that stimulate children to write in lessons; delivered by teachers with excellent subject knowledge that motivate children to achieve their potential. We want our children to have a deep understanding of how our language works, enabling them to make choices and have greater control over their writing. We aim to equip our children with the skills they need to use Standard English confidently and effectively throughout their school career and into their lives beyond school.

Vocabulary Development
In order to develop children's vocabulary, we have identified subject specific vocabulary (which we call tier 3 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Ambitious curriculum for all
SEND/Disadvantaged children will have full access to the curriculum.
In order to support these children, the following resources are available:
Chunky pencils
Pencil grips
Wedge cushions
Whiteboard and pens
Ace dictionary
Writing slopes.
All resources are accessible and clearly labelled (words/ images).
New vocabulary is introduced through pre-teaching
Children have opportunities to use technology as an alternative to record their work

IMPLEMENTATION

We use text-based planning to teach writing. Always basing writing on high quality texts where children have picked out the features and structure their own. The basis of this is our progression document.
Reasons the school chose this curriculum structure and design:

- Supports the development of conceptual understanding across the primary phase.
- Gives clear sequence and structure to the curriculum
- Covers the National Curriculum, with space for a local curriculum offer
- Gives the opportunity for appropriate experiences our children lack

CURRICULUM STRUCTURE

Curriculum breadth
Progression document and from this we have built our Yearly Long Term Plans where we have plotted texts and grammar features taught in specific text types.

Making links – We encourage writing across the curriculum to promote links in learning and enable children to apply the skills in a purposeful way. Expectations in writing across the curriculum are just as high as within English lessons.

Recording – Writing lessons are recorded in an English book from Year One up. Handwriting and spelling lessons where they happen within a text-based unit are within the English book and some classes have separate books for discreet sessions.

Teaching approaches/Pedagogy
Spelling – Spelling shed lessons and activities are followed when children are ready. Grammar coverage is taken from National Curriculum and tied in to text-based planning. Resources available are EdShed and Grammarsaurus.
Handwriting – school use the Letterjoin program – at least twice a week discreet lessons where needed.

Progression in Writing

Sitting below each of these is the progression document from Nursery to Year 6.
Document: Progression Document

IMPACT

Assessing Progress – The Progression document informs long term plans which feeds down to lesson success criteria (steps to success in Reception). These are marked daily with Close the Gap tasks to move learning on. There is the expectation that children complete an independent, piece of writing at length which is assessed against our year group assessment grids from Y1 up at the end of a unit. In Nursery and Reception, children are tracked according to Development Matters points half-termly and planning adapted accordingly.

Formative assessments: Data is collected termly to allow for a close analysis of groups and to highlight those children not making expected progress.

Supporting staff/Training:
Subject Leads: Work with Headteacher to carry out Deep Dives and regular subject reviews.

Teachers - Bought-in educational services – this year, 3 sessions from Click4teaching with a focus on writing. Gap tasks to consolidate learning. Support from SLT with embedding text-based planning. Text-based planning is fully resourced with purchasing of new books.

Teachers new to school/NQTs – mentor, PPA time, team teaching, observe other teachers, time with subject lead.

Teaching Assistants – Teacher CPD is now being fed down to TAs in half-termly meetings led by SP. They are also welcome to attend any staff meetings.

Development point:
Work on progression in text types and move the Long Term Plan from draft status.. Continue with the regular deep dive monitoring programme and support for all staff.
Change of teams and now looking at consistency across the school in all areas of writing.