



Writing Curriculum Statement

Intent

We will ensure all children flourish in and enjoy their writing. Through careful consideration of our local context, we have identified that writing coherently and using a wider vocabulary is key. Speaking and writing in full sentences, and understanding a range of different text types is vitally important to this. This links to our **Think, Say, Write, Improve** approach to our writing curriculum. Our intention is to ensure that children understand why they write and who they are writing for, linking to our theme of **writing for purpose**. It is also vital that our writing curriculum links closely with our reading curriculum and the wider curriculum. Through a well-implemented approach to writing, we will see an improvement in composition, spelling and grammar, throughout the school and significantly improved outcomes for children at the end of Key Stage 2, in both writing and reading.

It is hugely important that children learn the skills they need to write coherently, based on their age-related expectations. This will help them to embark on their Journeys of Discovery; our bespoke, thematic curriculum. This is implemented with a build-up of skills, over a unit of writing, where children can apply that knowledge within the context of the topic-based curriculum.

Implementation

We do this through a rigorous and sequential approach to the writing curriculum. This is done to ensure that children are developing their skills in transcription and composition, in order to be able to write fluently and clearly for their reader. This starts from EYFS, where our *Phonics and Early Reading* plans ensure we teach highly engaging, effective, progressive and fun phonics lessons, from EYFS to Year 2; through the key phonics phases. This approach then continues throughout All Saints to enable all children to progress through the school building on the key vocabulary, grammar, spelling, punctuation and composition skills learnt in previous years.

A significant emphasis is placed on building up high-quality writing over time. This links with our reading curriculum, where children are exposed to rich texts, to allow them to experience the specific genres they are writing. Once children are familiar with the specific text type, they are able to learn and practise the skills needed to replicate that style. From this, they produce high-quality, longer pieces of independent writing, with an expectation to use the skills from the genre they are learning. Staff have been given professional development training, in order to ensure that the writing is consistently of a good quality throughout the school. Our writing curriculum is based on a progression of skills, with staff aware of the skills they need to teach, as well as being aware of the skills taught above and below their year group. This is to ensure that work is closely related to age-related expectations and so that children can be challenged appropriately.

Impact

Our children will become fluent and coherent writers by speaking and writing in full sentences, using a wider vocabulary and thinking about the audience and purpose of their writing. Children at All Saints will have the opportunity to experience and write in different genres and styles across the curriculum, and will engage with high-quality texts to deepen their understanding. There will be a particular focus on those who need additional support. Every child will enjoy engaging in writing, through quality first teaching and a range of writing experiences. Our **Think, Say, Write, Improve** approach underpins this.

Results in writing in KS1 and KS2 will consistently be above National and more writers will achieve at the higher level. These outcomes will reflect the quality of learning and teaching in English throughout the school, and the application of these skills across the whole curriculum. The range of developments in writing will also ensure improvements in the quality of reading for all children.