

Corpus Christi Catholic Primary School

Writing

Teaching and Learning at Corpus Christi

At Corpus Christi we believe that all children can achieve which underpins all learning. In all subjects, recalling pre-knowledge and skills is fundamental to our rationale for all curriculum areas. This means that essential knowledge and skills are revised and linked made with children's current learning in all subjects. Key concepts are highlighted and over-learning of these areas occurs through repetition, modelling and scaffolding of learning; thus becoming embedded in the long term memory. Our writing journeys are based on CLPE units, ensuring learning is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects.

Intent of the Writing Curriculum

It is our intent at Corpus Christi, to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. Writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing knowledge and skills across the curriculum. Carefully selected core texts are used across the school to stimulate writing and provide pupils with inspiration and motivation to write. High quality writing modelling is demonstrated within every lesson following an 'I do, We do, You do' approach to ensure pupils are scaffolded and guided in their writing journey. Children will develop an awareness of the audience, purpose and form to build the effectiveness of their writing, and will develop an increasingly wide knowledge of vocabulary and grammar. With regards to writing, we intend for pupils to be able to plan, write, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting. With regards to spelling and vocabulary, pupils will know the relationships between words, how to understand nuances in meaning, and how to develop their knowledge of, and ability to use, figurative language. Pupils will also know how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will know how to control their speaking and writing consciously and to use Standard English.

Implementation of the Writing Curriculum

Writing: Text composition is taught as a writing process, allowing the children to use the knowledge and skills of planning, writing, editing and evaluating their work in many contexts. This takes place in the English lesson as well as through other curriculum areas. Children are supported in the application of their knowledge and skills through the use of modelled, guided and shared writing. In all writing, pupils learning is driven by a core text and writing always identifies the appropriate audience, purpose and form. Age-appropriate grammar objectives are also included within these sessions to teach the specific skills relevant to different text types.

Spelling, Punctuation and Grammar: Grammar and punctuation teaching begins in early years and follows through into Key Stages 1 and 2. It is essential that children are taught to use the correct vocabulary from an early age and all teachers model the use of this when they teach writing. Grammar knowledge and skills are taught explicitly; this allows teachers to explain and model for the children the

grammar or punctuation which is being taught. This develops the use of fluency of the new grammar/punctuation skill. This learning is then assessed contextually in an end of unit piece of independent writing.

In Key Stage 2, spelling is taught explicitly and modelled within the English lesson and allows the children to consolidate their knowledge of spelling patterns through regular application. Spellings are sent home and tested on a regular basis. We also prepare the Year 6 children for the national end of key stage Spelling, Punctuation and Grammar test (SPaG).

Speaking and Listening: Children are provided with many opportunities to develop their speaking and listening skills through story time, drama, discussions and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum.

Handwriting: At Corpus Christi we take great pride in the presentation of all our work. Within English we believe handwriting is an essential skill and we believe that the children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education. We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practicing speed and fluency and higher presentation skills. A fluent and legible handwriting style empowers children to write with confidence and creativity. Handwriting is an important skill to learn, as it enables others to read the work done and for children to feel a pride in their sense of achievement. At Corpus Christi our approach to handwriting is based on kinetic letters.

Impact of Writing Curriculum

Our thorough tracking and assessment system enables teachers to check children's progress in relation to the curriculum and provide targeted intervention if needed.

English is monitored by all leaders including the subject and phase leaders in all year groups, through work scrutiny, review of assessment, pupil interviews and lesson observation to discuss learning and look at the impact. This is reported to the Headteacher and appropriate changes made.

At Corpus Christi, pupils achieve across the curriculum in English and Maths, science, history, geography, art, language and physical education and the use of transferrable knowledge and skills is promoted.

Pupils use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with confidence and concentration.