



St Patrick's Catholic Voluntary Academy Intent, Implementation and Impact Statement – Writing



Intent:

At St. Patrick's Catholic Voluntary Academy, we believe in the importance of children becoming competent writers, both as a vital life skill for effective communication and as a vehicle for expression and pleasure.

Our aim is to ensure that every child within our school, regardless of background and starting point, leaves our school having made good progress in writing, ready for the next step in their learning journeys. We are committed to ensuring that our children are able to write for a range of purposes and audiences.

Our writing curriculum encourages children to immerse themselves in different text types, understand the features and impact of these, and realise the importance of these beyond education.

We believe that the children need a secure understanding of the phonetic alphabet, spelling and grammar to become effective writers. We recognise the importance of children acquiring a rich vocabulary and developing their oracy skills as a support for their writing. Children learn how to evaluate their own work and that of others, making simple changes and improvements, thinking carefully about what makes an effective piece of writing.

All children are encouraged to take pride in the presentation of their writing by developing a legible cursive handwriting style.

Implementation:

Across the school, children receive a daily English lesson. Each year group has a yearly overview of writing across a range of genres including fiction, poetry and non-fiction. This ensures that children are able to write for a range of purposes and audiences.

Each unit of work is based around a high-quality text and, where relevant, links are made with our reading and spoken language curriculums. Within each unit of work carefully sequenced lessons ensure that prior learning of grammar, punctuation and spelling is revisited and developed.

Handwriting, spelling, phonic skills and grammar are taught daily alongside the main unit, as these skills provide the foundations required by the children to become competent writers.

We ensure that children are aware of their strengths and areas of development in their writing, so that learners can take ownership of their progress. We recognise that some children will require more careful scaffolding to meet their full potential and tasks are adapted as required.

As part of our writing sequence, children develop their own success criteria and complete an initial draft that is reviewed with their teacher's support. In Key Stage 1 and Lower Key Stage 2, final drafts are published on White Gold Paper. In Upper Key Stage 2 children complete their first draft independently on White Gold Paper. This draft is then edited with the teacher's and peer support, before completing a final published piece.

Children are encouraged to read and perform their work aloud to a range of audiences. This helps to develop the children's pride in their work and their individuality as authors.

Impact:

Children will leave our school as happy, confident writers, who have the key skills and knowledge necessary for the next stage of their learning.

The impact of our writing curriculum is measured in the following ways:

- The Subject Lead ensures that the National Curriculum Requirements are met.
- Pupil outcomes are monitored through work scrutiny, pupil voice, drop ins, observations and discussions with staff.
- Teachers assess the children's knowledge using end points identified in the medium-term unit plans and Point in Time Assessment Statements (PITA).
- Teachers also assess the children's understanding of grammar, spelling and punctuation through regular summative assessments.
- Work is marked in line with the School's Marking Policy.
- The Subject Lead identifies clear next steps which are determined by a cycle of monitoring, evaluating and reviewing.
- Progress from year to year is monitored ensuring children remain on track from their starting points.