



## **English – writing aims**

### **The national curriculum for English writing aims to ensure that all pupils:**

The overarching aim for English writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing and spoken language
- 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.

### **Writing**

The expectation is that teaching develops pupils' competence in the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing.

**Transcription** – it is essential that pupils are able to write down ideas fluently through spelling quickly and accurately, through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

**Composition** – effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Pupils are expected to write fluently and legibly and eventually with speed. They are expected to know the correct grammatical terms in English and be able to use them confidently.

## **Intent**

At St Peter's C E Academy, we recognise the importance that the written and spoken word has on a pupil's achievements in life and it is our intent to help pupils develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; we aim to ensure all of our children develop a genuine love of language and the written word, leaving as confident, capable and independent writers, who not only understand the purpose and importance of writing, but also enjoy the writing process to achieve their full potential. Pupils will also be able to use their writing skills across the curriculum. This being our intent, we will captivate pupils with high quality texts in both fiction and non-fiction and ensure an engaging learning experience through active learning. This document outlines all that is important to our school in the teaching and learning of our English writing curriculum.

Our aim is that all staff teach English writing in the most effective way possible through the implementation of 'The Write Stuff' scheme, which uses objectives taken from the National Curriculum 2014. This will allow our children to develop confidence, competence and understanding with regard to all fundamental spelling, punctuation and grammar skills regardless of gender, ethnicity, educational needs or social and economic background.

Our intentions in writing are to:

- Guide and nurture each individual on their own personal journeys to becoming successful writers.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- Help pupils to acquire a wide range of vocabulary and be able to spell new words by effectively applying the spelling patterns and rules they learn in their spelling and grammar lessons.
- Ensure all pupils have a solid understanding of grammar and apply it effectively to their writing.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Encourage pupils to take pride in the presentation of their writing, by developing a legible, individual handwriting style by the time they move to secondary school.
- Assess pupils' writing regularly to ensure their needs are met in order to reach their full potential.

## **Implementation**

At St Peter's C E Academy, writing is taught discretely every day, with each class studying a different high-quality text relevant to their year group. Our English lessons develop pupils' spoken language, reading, writing, spelling, grammar and vocabulary with as many cross-curricular links being made as possible-where the curriculum allows. This link with other areas of the curriculum ensures that pupils are continuously using their literacy skills in a variety of situations. All writing lessons are planned using 'The Write Stuff' scheme and teachers ensure it is adapted to suit the needs of all learners, with scaffolding being provided as necessary. Pupils will acquire and learn the skills to plan, draft and refine their written work over time. They are encouraged to develop independence in being able to identify their own areas for improvement in all pieces of writing, acting on feedback given by the teacher. One of the main features of this scheme is to model writing every lesson where teachers talk through their thought processes for grammar and vocabulary choices throughout.

### **Curriculum content, planning and resources**

Here at St Peter's C E Academy, we follow 'The Write Stuff' scheme by Jane Considine, which has a particular focus on grammar and vocabulary, therefore thesaurus and dictionaries are used by pupils every lesson to aid their learning. Pupils are also encouraged to use resources from the English Help Desk as and when required. All work is completed in red English books, where pupils use a double page each lesson – the left-hand side of the page being used as a vocabulary vault, where ideas and vocabulary generated during the lesson are recorded. Discrete grammar and spelling lessons are taught once each week to supplement and practise their learning and pupils receive spelling homework each week. Pen licenses are keenly earned where pupils with clear, legible and fluent handwriting are permitted to use a pen in their everyday writing. In Years 5 and 6, pupils also work towards a Golden Pen award, which means they receive a fountain pen to use should their handwriting be deemed exceptional by their teacher.

### **Impact**

Pupils leave St Peter's C E Academy as happy, confident writers, who have the key skills and knowledge necessary for the next stage of their learning and have made good progress from their own personal starting points to achieve their full potential.

- they are confident in the art of speaking and listening and are able to use discussion to communicate and further their learning.
- enjoy writing across a range of genres.
- pupils of differing abilities are able to succeed in all English lessons as work is appropriately scaffolded.
- have a wide vocabulary and be adventurous with vocabulary choices within their writing.
- have a sound knowledge of how to adapt their writing based on the context and audience.
- are able to effectively apply spelling rules and patterns they have been taught.
- recognise when and how to edit work to gain improvement.

Year group	Autumn Term	Spring Term	Summer Term
3	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Adventure story</b> - Stone Age Boy by Satoshi Kitamura.  <b>Holiday Brochure</b> - Skara Brae  <b>Explanation text</b> - Street Beneath My Feet</p>	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Narrative picture book</b> - Star in a Jar, by Sam Hay  <b>Suspense story</b> - Wolves in the Walls, by Neil Gaiman  <b>Diary</b> - The Journal of Iliona The Young Slave</p>	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Traditional Tale</b> - The Magic Paintbrush  <b>Non-chronological Report</b> - Earthquakes  <b>Poetry</b> - I asked the little boy who couldn't see</p>
4	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Narrative animation</b> - Feast by Disney  <b>Traditional Tale</b> - Aladdin and the Enchanted Lamp  <b>Newspaper Report</b> - The Creature</p>	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Adventure story</b> - BFG by Roald Dahl  <b>Mystery story</b> - The Great Chocoplot  <b>Persuasive Writing letter</b> - Inviting an Author into School</p>	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Poetry</b> - Still I Rise  <b>Diary</b> - Secrets of a Sun King  <b>Biography</b> - Hatshesput</p>
	<p>The following text types will be explored this term. Pupils will then write their own</p>	<p>The following text types will be explored this term. Pupils will then write their own</p>	<p>The following text types will be explored this term. Pupils will then write their own</p>

5	<p>independent writing that match these text types:</p> <p><b>Fantasy story</b> - The Fantastic Flying Books of Mr Morris Lessmore  <b>Mystery story</b> – The Nowhere Emporium  <b>Non-chronological report</b> - Emperor Penguins - Antarctica</p>	<p>independent writing that match these text types:</p> <p><b>Science Fiction writing</b> - Cosmic  <b>Journal</b> - Mars Transmission  <b>Narrative Poem</b> - The Highwayman</p>	<p>independent writing that match these text types:</p> <p><b>Narrative</b> - Gorilla by Anthony Browne  <b>Adventure story</b> - The Explorer by Katherine Rundell  <b>Persuasive speech</b> - Anglo Saxons</p>
6	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Ghost story</b> – Thornhill by Pam Smy  <b>Romance story</b> - Paperman by Disney animation  <b>Newspaper Report</b> - Goldilocks</p>	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Narrative picture book</b> - The Journey by Francesca Sanna  <b>Adventure story</b> - Kensuke’s Kingdom by Michael Morpurgo  <b>Speech</b> - Greta</p>	<p>The following text types will be explored this term. Pupils will then write their own independent writing that match these text types:</p> <p><b>Recount</b> - Letters from a Lighthouse by Emma Carroll  <b>Non-chronological report</b> - The Origin of Species  <b>Poetry</b> - Moth</p>