



St Mary's
Catholic Primary School and Nursery

WRITING SUBJECT STATEMENT

CURRICULUM AIMS

At St Mary's we shape our curriculum so that all pupils are provided with high quality teaching and learning, with Jesus Christ at the centre of all we do. We aim to teach pupils how to grow into positive, responsible citizens, who can work and co-operate with others while developing the knowledge and skills to achieve their true potential.

"The Christian life is a call to a deeper communion with God and with one another, and this finds particular expression in our schools, which are rightly recognised as being families themselves, where no one is a stranger and where everyone, whatever his or her background or academic ability, is welcomed, treasured, supported and helped to become the person whom God calls them to be."

Bishop Malcolm MacMahon.

We aim to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;

To provide a friendly, nurturing environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, creative, social and emotional growth;

To provide a curriculum which is enriching and challenging, where pupils experience the opportunity to learn in a wide range of contexts.

INTENT



At St Mary's we believe that English skills are vital to the education of pupils, so they are prepared for their future life.



A broad and balanced English programme using objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover alongside a range of genres which are studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of

writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing.
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing as stated in the POS 2
- apply their phonetical and spelling knowledge in their writing as stated in the POS 1
- apply the English language in all areas of the curriculum.



EYFS

Writing in EYFS is a Specific area of the curriculum and is closely linked to firm foundations in the Prime areas of Physical Development (Gross and Fine motor) and Communication and Language (Speaking, Listening and Understanding). Children in EYFS will be given the opportunity to run, climb, balance, throw, push, pick, pull and swing their arms to develop gross motor skills. Equally good hand eye coordination is needed to develop precise fine motor skills and children will be given the opportunities to strengthen their hands and fingers so they can grip a pencil.

Mark making is an essential component to early writing and is highly valued at St. Mary's. Through talk and high quality



interactions with adults, children learn that early mark making enables them to learn that marks convey meanings and messages and it is another form of communication. It teaches them how to find a developmental appropriate pencil grip and about the control and level of pressure needed to leave a mark on an object.



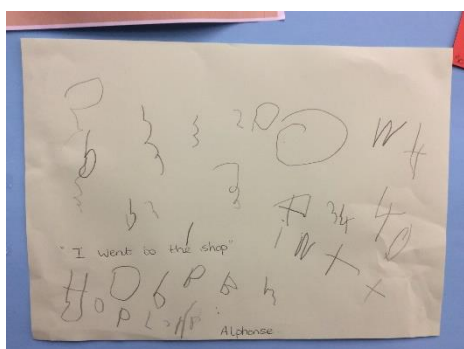
Opportunities for storytelling and the broadening of rich vocabulary are a key feature of our EYFS provision. Sharing good quality texts, encouraging roleplay, engaging in conversations, acting out helicopter stories and talk for writing help children develop oracy, which in turn give children the motivation and imagination to write.

IMPLEMENTATION

St Mary's provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception Class and then through to the National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication & Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication & Language' is made up of the following aspects: listening and attention, understanding and speaking. 'Literacy' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading and writing.

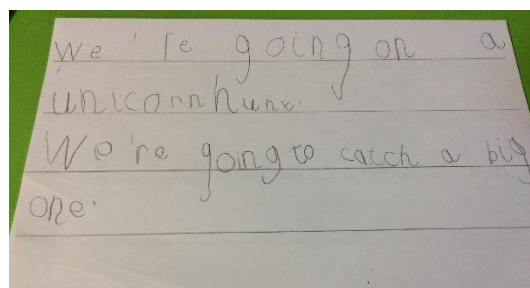
Provision for writing is based on an individual's developmental stage. In Nursery and Reception you will see a variety of activities that develop these key early writing skills: waving ribbon sticks in the air, lifting and manipulating heavy objects, painting with large brushes and rollers, moving to music, moving large wheeled toys, climbing over, under, through equipment, sand and water play, brushing up leaves, digging with spades, dough disco, picking up objects with tweezers, spraying water bottles, threading activities, building with small Lego pieces, painting with fine brushes, using chalk, pens and pencils, fastening buttons and zips. The list is endless!



Early mark making is a feature of both our indoor and outdoor continuous provision. Children are given opportunities to use a whole range of writing tools and equipment on a small and large scale. Large flat cardboard boxes allow writers to make marks when laid out on the floor, chalkboards are available for children to write names on, draw pictures or record the scores from football games, chunky chalk allows children to draw rainbows, family members and friends' names on the tarmac, mini paper

books are a perfect way to create first picture books and tuff spots are full of sand, glitter and shaving foam to allow children to make patterns and learn letter and number shapes.

Once children are developmentally ready to form recognisable letter shapes they will learn how to combine this physical skill with their phonic knowledge and understanding of spoken language to write initial sounds, cvc words, names, labels, short captions and sentences as developmentally appropriate.



Our EYFS learning environments are rich with vocabulary. Children are continuously encouraged to talk about their learning, express their ideas, thoughts and feelings. They are supported in their role play to express themselves orally and to make marks or write applying their phonic skills and knowledge.

Vocabulary mats are given to children to use at home and at school as a learning aid to new theme-based vocabulary. Wherever possible, when introducing new words, staff will use concrete examples- these may be in the form of 'real' objects found within the environment or images in books or from computers. Time is taken to talk about new words when sharing stories or introducing them in conversations. New vocabulary is displayed in the indoor and outdoor environments so children not only get used to saying these words but also recognising them and using them in their writing.



PHONICS AND SPELLING

St Mary's follows the 'Letters and Sounds' programme for teaching phonics. Phonics is taught in discrete daily lessons and is continually reinforced in English and Guided reading sessions. Phonics activities are practical, engaging and varied to ensure all learners are engaged and making progress.

At the end of Reception, children achieving Early Learning Goal in writing will 'write some irregular common words. Some words are spelt correctly and others are phonetically plausible'.

Year 1 is a foundation year for spelling, with children being taught important spelling patterns and exception words as well as how split digraphs work. They will learn both digraphs (sounds made by two letters, such as 'ee' or 'ir') and trigraphs (sounds made by three letters, such as 'igh' and 'tch'). They will look at how the same sounds can be made by different groups of letters, for example: oy and oi (as in 'toy' and 'coin')

Children will also be taught 'common exception words'. These are words commonly found in the English language, but which do not follow the phonic rules that have been taught so far. Examples of these in Year 1 are: 'were', 'once', 'school', 'house'.

In Year 2 a more formal spelling programme is introduced. Children continue to develop their phonological awareness, as well as taking a more in-depth look at rules and patterns within different words.

In Years 3 -6 children follow the Twinkl Spelling Scheme. Discrete spelling lessons are planned including weekly spelling activities and tests where appropriate.

TalkforWriting

At St Mary's we base our teaching of writing on Pie Corbett's Talk for Writing approach. The aim of the approach is to develop imaginative effective and creative writers. It enables our children to imitate the language they need for a specific genre orally, before reading and analysing it and then writing their own versions. The Talk for Writing approach also enables children to read and write independently for a variety of audiences and purposes within different

subjects. At St Mary's we developed a plan of genres and skills from reception to Year 6, to ensure coverage and progression.

The talk for Writing approach is structured so that the children develop language skills through the stages of **imitation**, **innovation** to then **independent application**, and can be adapted to suit the needs of learners of any stage. In Key Stage 2 our teaching is focused by an initial assessment of our chosen genre, with a **cold** or **have a go task**. Assessment of this piece of writing helps the teacher to work out what teaching is needed for the whole class and different groups and then adapt the plan and model text accordingly.

The imitation stage

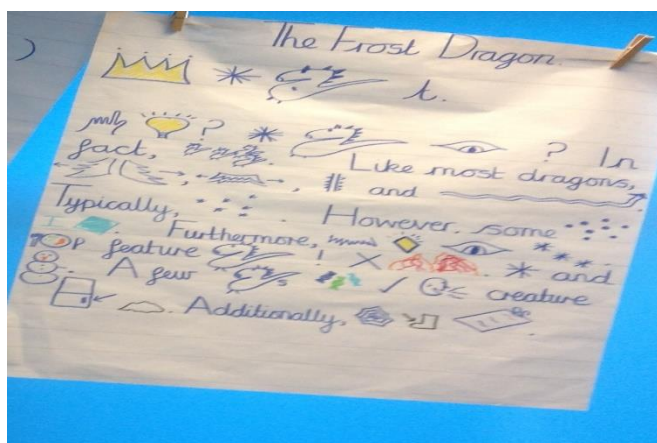


The teaching begins with a creative 'hook' which engages the pupils, with a sense of enjoyment, audience and purpose. The model text is pitched well above the pupils' level and has built into it the underlying, transferable structures and language patterns that students will need when they are

writing. This is learned using a 'text map' and actions to strengthen memory and help students internalise the text. Activities such as drama are used to deepen understanding of the text.



Once the children can recall the model text, they can then read the text and other examples for vocabulary and comprehension. Following on from this, the text can then be analysed for language features and structure, boxing up the text and creating toolkits to secure learning. At this stage short burst writes are used to apply and consolidate the language and grammatical features and the focuses being taught, for example description and persuasion.

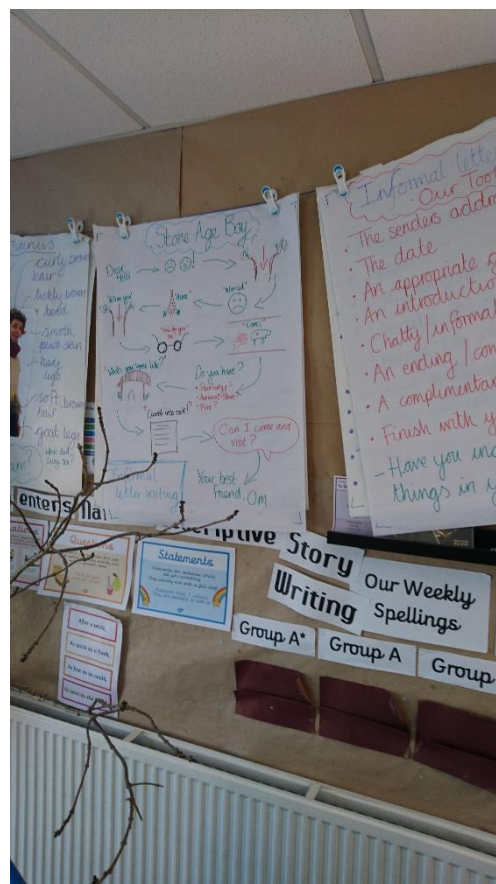
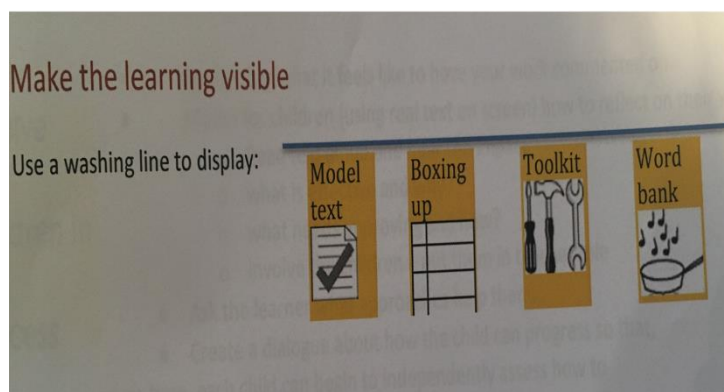


The working wall, which is created throughout this process, becomes an important tool for the children to draw upon for their own writing.



Scaffolds used to support writing

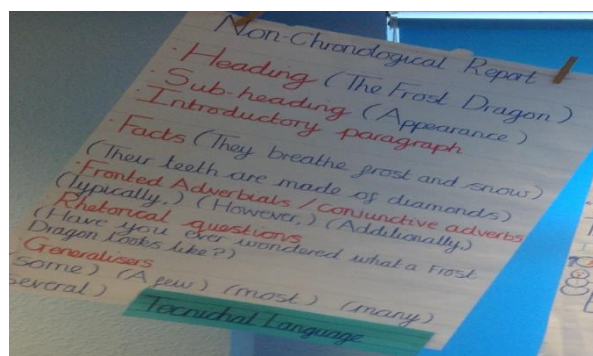
Working Wall



The innovation stage

Once the children are familiar with the model text, then the teacher leads them into creating their own versions. With younger children, this is based on changing the basic map and retelling new versions. Older children use boxed-up planners and the teacher demonstrates how to create simple plans and orally develop ideas prior to writing. Ideas may need to be generated and organised or information researched.

Shared and guided writing is then used to develop writing over several days, so that students are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. Feedback is given during the lessons, as well as using some form of visualiser, so that children can be taught how to

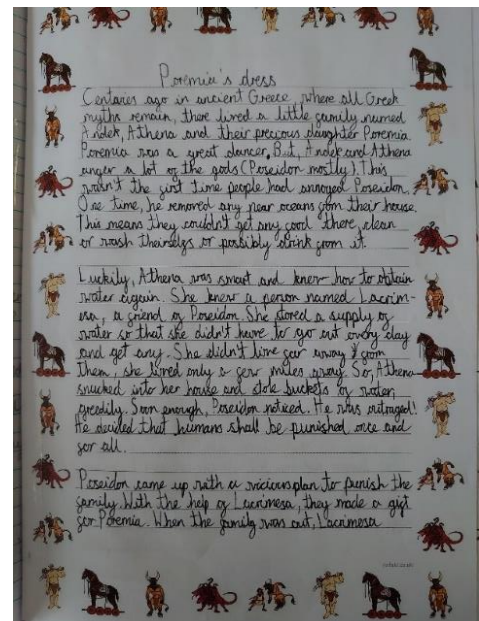


improve their writing, make it more accurate, until they can increasingly edit in pairs or on their own.

Invention Stage-Independent application – the hot task

Eventually, the children in Key Stage 2 move on to the third phase, which is when they apply independently what has been taught and practised. The children are guided through planning, drafting and revising their work independently. At this point we try to provide a rich starting point, so that their writing is purposeful. Writing may be completed over several days and there may be time for several independent pieces to be written. With non-fiction, children should use what they have been taught across the curriculum or use fantasy themes. The final piece is used as the 'hot' task, which clearly shows progress across the unit.

Final Independent piece of writing -The hot task



THE CREWE CHRONICLE

ST MARYS VS GREEK FOOD


Last Tuesday, 13th February, year five class visited St Mary's Catholic primary school and enjoyed trying many different Greek foods because they have been learning all about Ancient Greece.

Good introduction

They tried many mouth-watering foods such as:

- haddock,
- Olives,
- feta cheese,
- hummus,
- pita bread,
- haddock and
- haddock dip which they made the day before using Greek yogurt, cucumber, salt, lemon juice, olive oil and lots more!

A detailed news report that includes all the key features.



Some of the Greek foods

Good use of speech in eye witness quotes

How to look after a pet Phoenix

Did you ever think of owning a unique pet? If you have, you should consider getting a pet phoenix. A phoenix is especially just for you! You can adopt one and it will be a phoenix. Phoenixes are also called 'phoenix pets'.

Good introduction

Phoenixes are a unique pet. Phoenixes are also called 'phoenix pets'. Phoenixes are a unique pet. Phoenixes are also called 'phoenix pets'.

What you will need:

- Soft or silky clothes (silky ones are most recommended).
- A bucket of ash, make sure it's not too hot.
- Plenty of good supplies (golden apples are their favourite!).
- A small room for them to sleep in since they don't like sleeping near people.

Important information:

When you take your pet out in a flight, make sure that he/she won't fly for too long. This is the time you use the clothes. Gently place down the cloth in hot water (or it doesn't get too hot) and place it gently on the phoenix's wings. It's wings will rise slowly and when its eyes are a bright golden colour, that means its wings are fully recovered. If the eyes flash green then it's ash too much on. The ash lets it cool down. If you don't know when to stop flying, stop at 15-20 minutes. Even though well need recovery. The phoenix will rub and mean if it's too tired or it might have trouble with flying which will be dangerous.

Great detail and use of adjectives.

Angel Fish

Thursday 24th / Friday 25th October

What do they eat? Angel fish will eat small fish and algae.


What do they look like? They are yellow and black and they have a fin.

Where do they live? They live in the bottom.

What do they do? They can grow faster.

What do they do? They can grow faster.

The Buffalo has a black thing and Noble needs.



Now Emily was at Mary NAUGHTY. As soon as Willow brought Emily went straight to Mr Lions goosberry bush. Don don don on!!! First she ate a Power Goosberry. Then she had some meedeeum Goosberries. Finally some sweet ones. Then she went looking for more delicious food to eat.

Build up MC does what they have been warned against.

Good details from

apxs eat eat eat eat ate ate ate ate

Handwriting

At St Mary's, joined up handwriting is taught with a sequential and progressive approach. Handwriting sessions are taught regularly to the children and follow a continuous cursive programme, as provided by the Twinkl handwriting scheme. Children are introduced to pre-cursive letter formation in EYFS. Then, in Year 1 they begin to develop a continuous cursive style. Teachers and support staff are expected to model the handwriting style. The children practise their handwriting within weekly spelling sessions and have separate handwriting booklets. They are expected to apply this continuous cursive script into their daily writing, and as they move through Key stage 2, with increasing legibility, fluency and speed.

INCLUSION

All children receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. In addition, our school offers a vibrant, demanding and varied curriculum, providing all our pupils with a range of opportunities in order for them to reach their full potential, enjoy and achieve regardless of their starting points.

IMPACT

EYFS Impact

Our EYFS curriculum provides a sustained high quality, well planned and progressive curriculum for the unique child.

We ensure our staff have good knowledge of child development to ensure this is tracked clearly and everyone has a good understanding of the progress and attainment of our youngest learners.

Throughout the EYFS staff regularly review pupil progress through pupil progress meetings, internal staff meetings and moderation of children's profiles (both in school, across schools and within Cheshire East). This ensures that all judgments of attainment are accurate and clear.

All children's progress is tracked and attainment is closely monitored. By the end of the EYFS phase (end of Reception), all children will have had a completed Early Years Foundation Stage Profile (EYFSP) outlining their attainment across the phase, in line with the statutory guidelines. From this it is judged whether children are achieving at age related expectations and have achieved a 'good level of development' (GLD).



Assessment

Within the Talk for Writing approach formative assessment is used to focus teaching and learning. Formative assessment at St Mary's combines quality teaching with high expectations, it enables the teacher to know what the children can do and to use that to establish what you need to teach next.

The **cold task** is the first formative assessment in a unit of work in Key Stage 2. This assessment supports the planning for the unit, it assists the teacher in focussing on what the class needs to be successful, as a whole, a group or as individuals. Those identified targets are then focused on throughout the unit and can be assessed at the end of the unit, in the **hot task**. Throughout the unit, in short burst writes and other tasks, formative assessment is used to drive teaching and learning and address any weaknesses. The final **hot task** assessment should inform future planning with common weaknesses identified. Teachers can then compare the **cold** and **hot tasks** to assess progress and achievement.

In Key Stage 1 children do not complete a cold and hot task. The children are given opportunities to write both independently and in guided groups throughout each unit. Their short burst writing and innovations are used to help inform teacher assessment and the next steps needed.

Writing judgements are formally made onto the Classroom Monitor tracking system at the end of each term. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children are formally checked using Classroom Monitor to ensure that they are making at least expected progress if not more. This information is in turn monitored by subject leads and SLT. Children who are not on track are identified for intervention/target teaching.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

Leadership and Management

The subject leads role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

