



Ringway Primary School Curriculum Statement English - Writing



"Either write something worth reading or do something worth writing."

--Benjamin Franklin

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's leadership team will:</p> <ul style="list-style-type: none">• To derive an English curriculum which is sequences to develop the acquisition of knowledge and skills.• Implement the rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion.• To ensure staff have selected novels that: are appropriate to their year group, allow all children to access the text, are from a range of authors/genres and support the suggestions from the Literature Works scheme of work.	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none">• To teach English that is novel based through the use of the 'Literature Works' scheme of work from year 1 – year 6.• To incorporate novels linked to topics and foundation subjects taught and ensure pupils are exposed to a wide variety of texts.• To teach writing through the modelling of high quality writing by our teachers and the use of high quality texts.• To allow pupils to be able to plan, revise and evaluate their writing.• To focus on developing effective transcription and effective composition, show an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.• Inclusive of all elements of the English curriculum including the teaching of grammar which is taught through the	<p>Pupil Voice will show:</p> <ul style="list-style-type: none">• Pupils are enthused and encouraged to share their views on what they have read, develop the ability to compare texts, express opinions and think critically.• They have a secure understanding of the structure of the English lessons within school enabling them to become creative, competent writers.

	model text, but also through discrete lessons.	
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Keep up to date and support staff with on-going developments within primary language comprehension and the sharing of good practice between schools subscribing to Literature Works. • To monitor and adapt a working document detailing the progression of writing skills from EYFS, Key stage 1 and Key Stage 2 – ensuring coverage and that pupils are given the opportunity and supported to write for all styles and purposes 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Ensure that all learners have experienced a wide range of high quality reading material. • To promote reading, writing and high-quality literature. • Contain displays and working walls to support pupils learning and also celebrate their own independent pieces of written work. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils are taught and supported to use fluent, legible and speedy handwriting. • Pupils are motivated, are able to write with a clear purpose and apply grammar and vocabulary appropriately to different writing purposes. • Pupils are able to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. • Adapt the Literature Works scheme as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study. • Use 'Literature Works' texts to sequence lessons and contextualise learning. • To make profound difference to pupils' progress in reading comprehension, vocabulary acquisition, inferential thinking and writing. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Safe and happy in writing lessons which give them opportunities to explore their own style, skills and experiences. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge • Develop writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum books is evaluated by learning walks, drop-ins, pupil conferencing and work scrutinies. •

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| <ul style="list-style-type: none">• Teachers teach to gaps in pupil learning, are able to reduce unnecessary 'scaffold' and consequently pupils achieve more. | | |
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