

Every year children's knowledge and skill base of spelling, grammar and writing composition grows bigger and broader.

Children understand how the writing process Impacts In everyday life situations.

Children have an understanding of their role in the world as responsible writers and are caring. compassionate in mindset. They feel empowered as writers.

School's writing books demonstrate engaging, cross-curricular links to a range of subjects in the National Curriculum, enhancing learning in other subjects.

QFT observes with high level of subject expertise.

Increase % achieving ARE in writing (with extra foci on certain cohorts) providing a consistent approach in our schools, children will achieve SATs writing results that are in line or better than national figures.

Cumulative writing curriculum: books that collectively build skills and understanding across the school, explicit connections to prior learning and opportunities to recap work.

Implementation

Impact

Immersion activities and provocations to peak children's writing enthusiasm.

Range of formative and summative assessment strategies.

Children are prepared for future

learning as writers at secondary

school by the time they leave

primary school.

CPD - precision spelling and Vocabulary Ninja and writing tutorials for support staff.

Opportunities to develop mastery of concepts through making comparisons.

Highly knowledgeable, well-

trained teachers and staff

present QFT teaching.

Bespoke, curated collections of texts, some linked to topics to support cross-curricular writing.

Liaise with EY and Y1 teachers to ensure consistency in teaching formation of letters. Monitor handwriting using the Nelson handwriting scheme.

> Effectively deploy adults, specifically during introductions, plenaries & catchup sessions, also for pre-teach and post-teach sessions.

Explore sentence stacking alongside rainbow writing to support a formulaic approach designed to appeal to reluctant boy writers.

High level of presentation and consistently formed, joined

handwriting in

UKS2.

Writing projects

ensures children can

communicate in a

context much wider

than the school,

both locally and

nationally.

'Challenge for All' permeates our pedagogy in English.

All Saints Academy Trust actively create independent and motivated writers.

An increasing number of children 'exceeding expectations' in Writing.

Intent

The development of our English writing curriculum is underpinned by our intent to develop in our children:

- An enjoyment for writing that allows children to see their writing tasks being for a relevant purpose and real-life application.
- A 'growth mindset' attitude to writing and an interest in self-improvement.
- Ability to interweave writing skills into other subjects.
- Understanding of the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.
- Communicate in a context much wider than the school, both locally and nationally that instils a sense of empathy and Christian values.
- High expectations in productivity and presentation across writing tasks In all subjects
- Good quality writing of many genres that is engaging and impactful.
- High standards in writing attainment in line with national standards or better.

Writing progression document ensures correct National Curriculum coverage and as a workable document for planning.

Community whole-

school projects such

as 'Intergenerational

Writing' ensures

children can

communicate in a

context much wider

than the school, so

children behave as

global citizens.

Use of carefully chosen

texts and visual writing

stimuli to develop

children's mastery in

understanding of writing

process as well as specific

word, sentence and whole

text work.

Editing rulers used to

improve precision

Writing spines support

cross-curricular writing and

ensure a balance of

different writing genres.

After half-termly unaided writing tasks, writing meetings between class teachers and individual children are undertaken and writing reports completed. Unaided writing is assessed every half term and presented in Special Writing Books.

Y1 Continuous provision and planned QFT works to offset gaps in the first with only those on One Plans needing further work on ELGs.

Termly meetings to ensure off track pupils are quickly picked

End of Year Targets set for 2021/22 discussed at PM target setting meeting and then pupil progress reviews.

steps.

Clear goals lead to better writing attainment.

Children are able to communicate confidently as writers with links to skills In reading and speaking.

Children are consistently knowledgeable of next