

Whole school curriculum intent: Our intent is to give all of our children the cultural capital (life experience), knowledge and transferable skills that they need to succeed in life, and to give them social parity with their peers.

All of the decisions that we make as a school are driven by our drivers.

- Oracy – the ability to listen actively and contribute articulately to a discussion.
- Initiative – the art of taking risks and thinking for yourself.
- Futures – gaining the skills and experiences to flourish as a member of society.
- Opening doors to the world – gaining amazing real-world life experiences
- Keeping safe and well – how we keep ourselves healthy and safe

Writing

We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.

- To ensure children's phonic skills are secure as early as possible as these are essential to developing as a competent, assertive reader and subsequently a proficient writer. (children who are new to the school and working behind, will be identified and appropriate support will be put in place.)
- To provide early reading foundations that enable pupils to be enthusiastic readers with a passion and love for storytelling, literature and vocabulary which inspires them to write. (children who are new to the school and working behind, will be identified and appropriate support will be put in place.)
- To provide early writing opportunities to immerse pupils in purposeful transcription and formation activities.
- To ensure that all children learn to write.
- For children to become enthusiastic and motivated writers.
- To immerse children in a range of genres in order to write for purpose and audience.
- To encourage a love of literature.
- Through thorough tracking and moderating we ensure that no child is left behind; those few pupils who find learning to write a challenge are supported through scaffolding and interventions to cater for their needs.

Writing at St James' C of E Junior School.

Implementation of Writing

English lessons

Reading and **writing** are taught and learnt through meaningful and effective contexts using a range of approaches. All writing stems from a high-quality text, model or novel, based on elements of Talk 4 Writing approach. We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, targeted support is in place for SEND children and EAL learners allowing them access to access, progress and achieve. This may involve a greater level of scaffolding (See appendix) and access to additional support materials such as Writers Toolkits, Word Banks, picture prompts, translations or a greater level of modelling. Previously high attainers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammatical features. After a piece of writing children are encouraged to edit their writing and make corrections, both grammatically and contextual. (See marking policy)

Writing in Key stage Two

- We use a range of teaching approaches to help develop children's writing, including:
 - Modelled, shared and guided writing
 - Independent or paired writing
 - Peer and self-assessment against writer's toolkit.
 - Continual opportunities for oral rehearsal of sentences and texts
 - Vocabulary, grammar and punctuation activities, taught both discretely and as part of writing units, and often as a starter of a lesson

Sequencing of Content

The content of our writing curriculum is meticulously mapped out alongside our reading curriculum in order to revisit and retrieve. The subject content is progressive through each year group and allows children to access prior skills taught in both SPaG and a range of genres.