



Writing Curriculum

Intent, Implementation, Impact Statement

Intent	Implementation	Impact
<p>At St. Augustine's Catholic Voluntary Academy, we believe that the ability to write is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond.</p> <p>Our curriculum has been designed to ensure that pupils enjoy writing and have passion and enthusiasm for it.</p> <p>Our aim is to ensure that pupils write clearly, accurately and coherently; write in different styles and for different purposes and audiences; develop a wide vocabulary and a solid understanding of the grammar rules and terminology appropriate for their age group.</p> <p>Our curriculum has also been designed to ensure that pupils are able to express themselves creatively and to communicate effectively with others.</p>	<p>Writing is an important part of our curriculum and is an integral part of all our lessons. We teach writing through:</p> <p>Ensuring writing is purposeful: Each writing unit is planned in accordance with the national curriculum objectives, whilst considering the purpose of writing. Where possible writing units will be linked to the topic, so that children can benefit from the links and deepen their understanding. Where possible ICT will be used, to improve children's communication skills and to give a different platform to present / perform their work. When planning our writing we use Literacy Shed as a basis. We ensure pupils are aware of the learning journey they will follow at the start of each unit. Opportunities for modelling and 'slow writes' are woven into each unit so that writing is scaffolded. Independent tasks at the end of each unit allow teachers to assess pupils progress.</p> <p>A rigorous and consistent spelling approach is used: RWI spelling programme is used during Year 3 onwards (once the RWI phonics programme is completed). Some children who need phonics intervention will join pupils from lower school.</p> <p>Grammar and punctuation rules are taught both discretely and as part of English sequences of work to fit to the writing genre.</p>	<p>Attainment in writing is measured consistently throughout the year. At the three assessment checkpoints, progress is tracked.</p> <p>For those children who have yet to access the Year 1 statements, pre-keystage statements are used. Termly moderations take place, to quality assure judgements made. These are either in house, or as part of a cluster of local schools.</p> <p>End of Key Stage writing: teachers will assess a selection of pieces of writing in Years 2 and Year 6, using this to inform reported Teacher assessment judgements. Exemplification materials are used to support judgements made.</p> <p>Spelling, Punctuation and Grammar For those year groups, using RWI spellings progress is assessed each half term. Grammar and Punctuation is assessed using Classroom Secrets assessments.</p>