



Subject: Writing

Curriculum Intent

- At St Thomas More we endeavour to create a love for literacy. We want every child to leave school with the skills of an excellent writer who:
 - Has the ability to write with fluency and has an author's voice.
 - Can think about the impact they want their writing to have on the reader.
 - Knows how they will achieve this.
- This ability to write with confidence for a range of purposes and audiences ensures that children leave St Thomas More fully prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life.
- The writing curriculum at St Thomas More encourages children to immerse themselves in different text types, understand the features and impact of these, and realise the importance of them beyond education.
- A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way.
- The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in a fun and memorable way. Children leave St Thomas More with a deep understanding of different text types and how to construct them effectively with clear purpose.

Implementation

- Teachers' follow the Herts For Learning English plans which is based on the Talk for Writing Model by Pie Corbett. This resource tracks each writing skill mentioned in the National Curriculum and plots the development of learning through the year groups. Teacher's plan around the learning focus having a clear linguistic purpose for each unit
 - linking the aim of the unit to develop writing,
 - have an interesting topic that will deliver the aim,
 - a hook that will engage the class with the topic ,
 - a model text that will provide linguistic patterns that the class will be shown how to reproduce together with a range of additional model texts illustrating these features in more depth and variety to provide extension work and challenge for pupils.
- Trips and visiting experts who will stimulate and focus creative writing experiences
- Writing is taught explicitly in daily literacy lessons and skills learnt are regularly reinforced within lessons across the curriculum. Using a combination of novels, film, poetry and relevant real life events, learning is fun, meaningful and memorable.
- Having studied different texts, pupils immerse themselves in the language and structure of these to create their own toolkit – an aid to writing. This ensures that language patterns, punctuation and key phrases are internalised by the children so that they become confident and competent writers. Repeated practice of writing genres ensures that pupils leave our school capable of writing for different audiences and purposes.
- Spelling is taught outside of literacy lessons and children understand the importance of learning spellings in a memorable and interesting way. A range of strategies are used to ensure personable learning which supports pupils in becoming competent lifelong spellers. Accurate spelling is expected in all writing across the curriculum and children are taught and given time to edit their spellings and recognise their own errors.
- The teaching of grammar and standard English is an integral part of every writing lesson and across the whole curriculum. Using the National Curriculum, key grammar and Standard English skills are taught progressively and systematically throughout the school. Teachers model the process of writing

within every literacy unit so that children understand the thought process behind writing. During this process, teachers think out loud, edit and demonstrate how and why they have structured their writing in the way that they have. Children are then given the opportunity to participate in a shared write, where everybody contributes to the writing outcome. This is scaffolded further into paired, supported and finally independent writing.

Impact

We measure the impact of our curriculum through the following methods:

- reflection on standards achieved against the planned outcomes;
- Children can understand and apply the fundamental principles of spelling grammar and punctuation in their writing;
- Children can evaluate, improve and redraft their writing;
- Children are responsible, competent, confident and creative writer's;
- This is assessed by all teachers against the Hertfordshire Assessment Criteria together with Government TAFs.

Children develop an author's voice; Children communicate clearly using accurate grammar, punctuation, handwriting and spelling. - Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth.