



## Curriculum Statement for Writing

<p><b>Intent</b></p>	<p>At St Andrew's, we are committed to providing a high-quality, aspirational and curious writing education for all of our children. This curious and aspirational writing curriculum enables us to teach children to speak and write fluently so that can communicate their ideas and thoughts to others which helps to create a sense of unity as writers.</p> <p>Our core aims for our writing curriculum are:</p> <ul style="list-style-type: none"> <li>*To inspire children to be confident writers by providing aspirational, high-quality texts to stimulate ideas; provide a range of purposes and intended audiences for written pieces of work; and encourage a talking environment that promotes speaking and listening beginning with our early writers in Early Years right up to our expert writers at the end of Key Stage 2 in Year 6.</li> <li>*To promote a curiosity with writing and a sense of aspiration by providing a range of diverse supporting texts.</li> <li>*To enable children to feel a sense of unity with the world by communicating their ideas and encourage them to make a positive difference through their written and spoken work.</li> </ul>
<p><b>Implementation</b></p>	<ul style="list-style-type: none"> <li>*Our writing lessons follow a coherent learning progression which enables children to build on prior learning, be exposed to a range of texts and be motivated to write.</li> <li>*We focus on accurate use of taught skills in composition and transcription.</li> <li>*We use the DSAT Writing Curriculum to support our planning and teachers should refer to the St Andrew's DSAT Long Term Writing Overview to see which objectives need to be covered in each unit.</li> <li>*S-plans are created at the start of each unit and a photo of this is uploaded to SharePoint prior to the unit starting.</li> <li>*We use a mastery lesson design to record detailed planned and this follow three phases of writing for each unit:</li> </ul> <p>Phase 1 - Engagement: Seeing and Noticing: exploring the text through oral rehearsal; exploring the vocabulary; identifying the audience and purpose of text.</p> <p>Phase 2 - Teach and Apply: Practise it: planned content as building blocks; two new pieces of learning introduced as well as revisiting prior learning; building blocks connect and feed forwards; children generate – write – review and edit in every lesson; accuracy of transcription and composition are reinforced; children's writing skills are developed through teaching, practising and applying.</p> <p>Phase 3 - Apply, Generate and Refine: Apply writing content and skills taught in an independent piece of writing: children plan, draft and revise and edit final piece of writing; children read final piece and publish (if needed).</p> <ul style="list-style-type: none"> <li>*Planning should taking into account the stage of writing that each is child is at - early, novice or growing expertise.</li> </ul>
<p><b>Impact</b></p>	<p>At St Andrew's, high expectations and quality teaching of writing lead to passionate writers who are inspired to write. Children's writing is high quality and exciting to read. They understand the conventions of different genres and write purposefully to entertain, to inform, to persuade and to discuss. Children use collective wisdom to discuss why their writing is successful and make changes, thinking carefully about word choice, sentence structures and the impact on their reader.</p> <p>After each unit of taught writing, independent pieces of writing are assessed against the aged-related expectations for each year group. Regular moderations take place to ensure consistency.</p> <p>The school regularly monitors the standards of English within the school, with the aim of continually raising standards. The quality of English at St Andrew's is monitored regularly by subject leaders and senior leaders through planning scrutinies, planned drop-ins, pupil discussions and book looks throughout the year.</p>

