

Writing Vision Statement

The curriculum at Alexandra Park Primary School endeavours to create a love for writing whilst equipping pupils with a strong command of the spoken and written language. Teaching ensures children enjoy exploring a wide range of genres and have the opportunity to write for different purposes and audiences. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners; English learning is key in this.

Care

English has a significant place in education and in society. High-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others. Throughout our curriculum, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society. Pupils are encouraged to consider the impact their writing has on other people.

Aspire

Our writing curriculum and 'Aspire Programme' sparks children's curiosity and love of learning. A range of enrichment experiences inspire and encourage children to explore various career paths and consider how their writing education connects to their life now and future success.

Achieve

Our writing curriculum allows children to build on previous learning and make connections between different subject areas. Careful curriculum design allows children to articulate and plan ideas before drafting, editing and celebrating their learning. Through the use of scaffolding and challenge, pupils structure and organise their writing to suit the genre and audience they are writing for.

Intent

At Alexandra Park Primary School, we believe our curriculum effectively supports children with the development of key written and spoken language skills. Throughout their journey at our school, children broaden their knowledge, application and competence in transcription and composition. We aim to ensure all of our children develop a genuine love of language and the written word, through predominantly a text-based approach. As well as the use of high-quality texts, children participate in purposeful writing projects in order to apply their writing skills to a real audience within our community or one further afield. This helps to motivate learners and reinforce the belief that their writing can be meaningful and impact others. The writing curriculum enables children to develop knowledge and skills that are transferrable to other subjects. The curriculum is designed to ensure that connections are made between various subjects and year groups to help embed and secure deeper learning with opportunities for key retrieval practice. Children are given frequent opportunities to develop their skills in writing in different genres, too. In all genres, a consistent writing cycle is followed to allow for teaching and application of new content, effective modelling and supported writing, consolidation of previous learning, opportunities for meaningful planning and verbalisation as well as the provision of high-quality feedback on extended pieces of writing. Throughout the year, children's writing is celebrated and published. Presenting work in the corridors, at celebration events for parents and for other real audiences helps motivate learners and see the purpose of their writing. This supports children with the concept of becoming real writers. Whole class pedagogy along with structured interventions for individuals and small groups are informed by evidence and research, which matches our school context and values.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers that can have an impact on others
- Take ownership of their writing and make independent choices for effect
- See writing as an interesting and enjoyable process though engaging with rich texts
- Acquire the ability to organise, plan, draft, edit, improve and celebrate their written work

Implementation	<p>At Alexandra Park we implement a writing curriculum that is progressive throughout the school covering the key strands of The National Curriculum. This approach ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls. Children have opportunities to write at length, in extended, independent writing sessions throughout a unit of work – applying their personalised feedback at different points. Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through predominantly a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire, motivate and in many cases link to our school values. Within this, a variety of teaching approaches are used and lessons are planned to include opportunities for collaborative learning. Each year group has a medium and long term plan for writing, which includes a detailed breakdown of content coverage. This allows for connections and embedding previous learning as well as carefully matching the stimulus at different points in the year to the delivery of new content. The same document is used for assessment throughout the year, which is facilitated by dedicated writing moderation CPD time each term. Our curriculum ensures breadth and balance so pupils experiences and link back to a wide range of text types throughout their time at Alexandra Park Primary School. Additional enrichment opportunities motivate our pupils, develop a love of learning, inspire our pupils to see themselves as writers/illustrators and consider potential career paths for their future. Examples include author visits, external workshops, contributing to a school newspaper and engaging in various competitions.</p> <p>Pupils are taught discrete punctuation and grammar skills, appropriate to their year group, within our writing cycle, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.</p> <p>Spelling is taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials and are sometimes referred to as 'tricky words' as the children are unable to use their phonic knowledge to decode every part of the word. Using a scheme of learning, children are taught phonics and spelling rules outlined in the National Curriculum for each year group, which they are supported with applying into their independent writing. Children's achievements and engagement with spelling and vocabulary activities are celebrated in class using our online system – Seesaw.</p> <p>Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. We also encourage them to build upon their peers' ideas. We encourage adults and children to use both rich language and precise vocabulary linked to the subject area that they are studying so that they can understand it and can then use it to articulate and reason. Furthermore, a range of feedback methods are utilised as a recipe for future impact and success. This involves self/peer assessment, whole class feedback and individual support (for example 1-1 conferencing).</p>
Impact	<p>Evidence through pupil voice and outcomes in books will show that children can articulate and demonstrate their application of knowledge and skills. A review of books to reflect the use of personalised feedback at different points of independent writing and children's growing ability to apply metacognitive skills. Children will be able to make connections between different year groups and transfer their writing skills to other areas of the curriculum. Teachers will be able to confidently discuss the coverage of objectives throughout the year and how this feeds into the sequence of lessons within a writing cycle. Importantly, staff will be able to discuss the purpose for each lesson and each stage of the cycle in relation to children's learning. Effective assessment, moderation and monitoring systems will help inform teaching and learning. Planned collaboration with different year groups throughout the year will provide support for key areas of the writing cycle e.g. modelled writing, feedback and planning frames. Regular review and support for the effective delivery of interventions will help raise standards for all pupils.</p>