



The intent, implementation and impact statement for the delivery of the English

Writing curriculum **Our Vision for Emmanuel**



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

Emmanuel's curriculum intent for writing

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

This reflects the disciplinary knowledge set out in the national curriculum (2013) for English.

Our intent is to ensure that all pupils gain success against the composites (end points/final outcomes) set out in the national curriculum to enable them to be secondary ready and flourish in their next step of their education.

The implementation of our Writing Curriculum

Our Curriculum

Our writing curriculum is underpinned by our teaching of reading and use of quality texts, which inspire children to write imaginative pieces and to write with passion and enthusiasm. Reading and writing are interconnected. We use reading and talk as a springboard for writing and writing as a way to understand reading. Through the planning of an engaging curriculum, we aim to motivate and enthuse. We challenge appropriately through our feedback, in a way which enlists all children in their own development as writers: this secures high levels of engagement with learning.

Our writing curriculum takes a mastery approach to the teaching of writing. The curriculum has been designed to ensure that concepts are taught and repeated over a two-week or three-week unit in order to allow all children to achieve mastery and have full control over their writing skills and knowledge, allowing them to transfer their learning with independence and fluency across the curriculum. We firmly believe that by supporting children to look creatively at the mechanics of how our language works, exploring patterns, examining how we generate meaning and giving children the linguistic tools to express themselves, they can write with flair and conviction – they can achieve mastery.

This belief means that our curriculum has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2 which we do by prioritising the children’s knowledge of grammar, punctuation and spelling, teaching the skills and conventions required in a systematic and progressive way and are outlined in our writing progression documents. During each writing unit, we ensure children have opportunities to revisit, review and consolidate skills and we ensure that all grammar conventions are first encountered in a contextualised way. To truly be able to say that children have mastery as writers, they have to be able to create meaning, conjure mental images and stir emotional reactions from their readers: competency in grammar allow children to experiment with language and create effects.

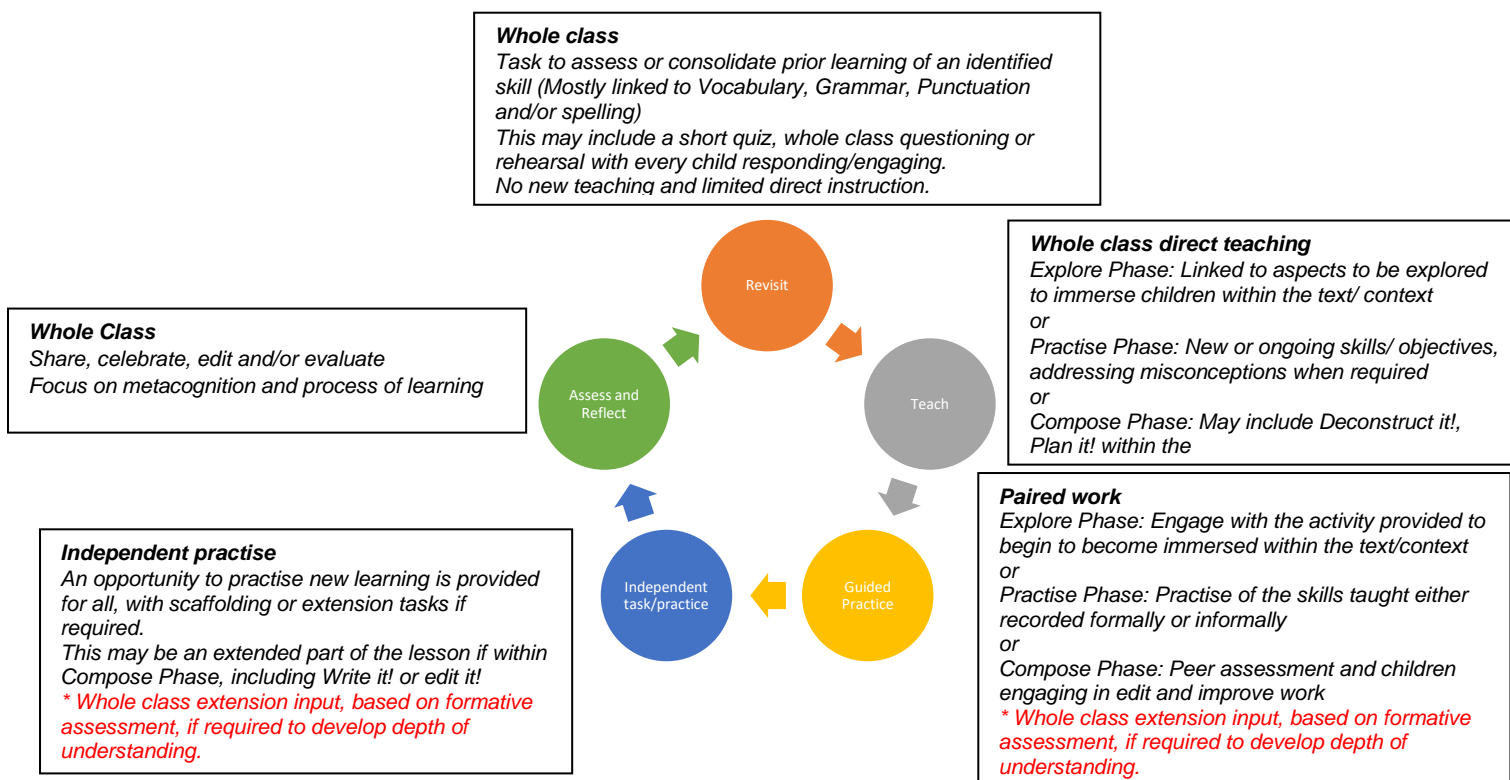
Leaders and teachers have high expectations of children and the children rise to this challenge, producing quality pieces of work that they are proud of. They understand the importance of writing to the best of their ability regardless of the subject they are engaging with. Writing in History or Geography for example will be at the same standard as in English.

Our Long Term Aspiration:

For every child to achieve mastery learning [in writing] that can be applied in a variety of contexts with independence and fluency, when mastery means having ‘complete control over something- conscious competence.’ (Mike Cain 2018)

Teaching

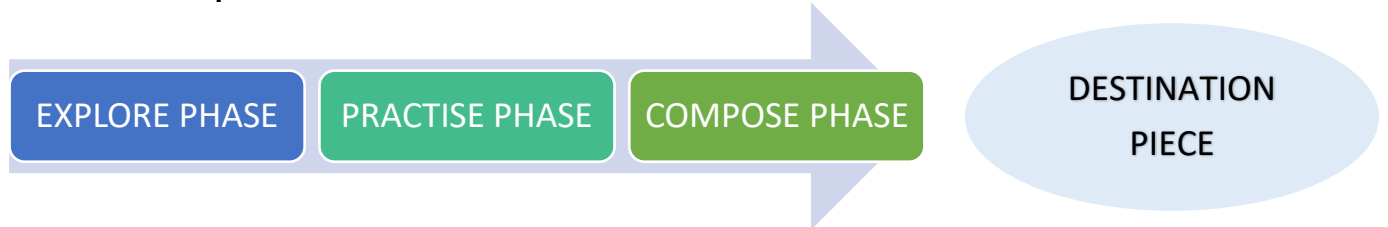
Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more. We have a 5-part lesson to support pace and precision within our teaching:



*** When working within the Compose Phase, this lesson sequence will be modified. It is likely that the sections of the 5-part lesson will take place over two-three lessons, providing more time for extended writing when within Write it! stage**

Writing Provision

Each unit of work for writing has three key phases to build mastery and to support the creation of a 'destination' piece:



PHASE	WHAT WILL BE HAPPENING	FEEDBACK AND ASSESSMENT
<p>EXPLORE PHASE</p> <p>MAIN FSTEPS: Feedback Talk and thought Engagement</p> <p>Main Teach Simply elements: Revisit/review Assess</p>	<ul style="list-style-type: none"> Children are immersed in the text/context to hook them in. Together with the teacher children explore the meaning and themes behind texts, allowing the work of quality authors to inspire their thinking and writing. Talk and thought techniques are used here. Introduce the purpose of the unit: who or what is the writing for? <p>This phase might include:</p> <ul style="list-style-type: none"> Explicit teaching/instruction: modelling, narrating thought processes, small steps of learning, productive questioning, teaching for misconceptions Text marking: Deconstruct it! Reading as a reader and discussing author techniques Exploratory talk and drama. Explore issues using P4C Free writing Writing 'not intended for marking': notes and collecting of ideas about a text Review and retrieval of prior learning: building blocks for new learning in Practise Phase <p><i>Within this phase, teachers aim to ensure that the learning context touches the children's lives in some way: ensuring relevance.</i></p>	<p>Excellent questioning to explore understanding of the text/context and the 'big ideas' or themes.</p> <p>Positive feedback on ideas</p> <p>Goals are set for the class, groups and individuals.</p>
<p>PRACTISE PHASE</p> <p>MAIN FSTEPS: Feedback Skills Practice Sequence</p>	<ul style="list-style-type: none"> Thinking from 'Explore' section and explicit skills instruction feed into oral and written practice of language skills. Skills to be taught are carefully identified and sequenced: The teaching of Vocabulary, Grammar and Punctuation is central to this phase. Children use their skills grids to support engagement in their own learning. Central to this phase is deliberate practice: focused and precise, refining skills through feedback and targets. 	<p>Encourage children to 'say it, think it, teach it</p> <p>Self-assessment</p> <p>Peer-assessment</p> <p>Teacher assessment against the small steps identified and taught.</p> <p>Questioning</p> <p>Positive specific feedback</p> <p>Short assessment activities/quizzes/questions.</p>

<p>Main Teach Simply elements: Revisit/review Teach Practise Apply Assess</p>	<p>This phase might include:</p> <ul style="list-style-type: none"> - <i>Explicit teaching/instruction: modelling, narrating thought processes, small steps of learning, productive questioning, teaching for misconceptions</i> - <i>Consolidation of previous learning</i> - <i>Teaching of skills in and out of context</i> - <i>Practising skills in and out of context</i> - <i>Reading their work aloud- frequently.</i> - <i>Opportunities to apply skills: examples and non examples, compare, contrast and categorise, new contexts from the text, other texts, such as picture books or short films or real life.</i> - <i>Use of scaffolds to support understanding</i> - <i>Retrieval Practice</i> - <i>Oral and written activity</i> - <i>Precision Teach: Modelled Writing</i> - <i>Precision teach: Shared Writing</i> - <i>Precision teach: Guided Practice</i> - <i>Independent Practice</i> - <i>Opportunities to apply</i> - <i>Extension for early graspers</i> - <i>Editing/redrafting</i> - <i>Peer and self-assessment (Children are taught the skills required to do this appropriately)</i> <p><i>Within this phase, teachers aim to support children to ‘know more’ and ‘remember more’, moving their understanding forward in objectives and skills particularly within Composition and Vocabulary, Grammar and Punctuation. Writing produced here is not a destination piece: rather a stepping stone towards the destination piece.</i></p>	
<p>COMPOSE PHASE</p> <p>MAIN FSTEPS: Feedback Skills Practice Sequence</p> <p>Main Teach Simply elements: Teach Practise Apply Assess</p>	<ul style="list-style-type: none"> • Children create their ‘destination’ piece. • A ‘destination’ piece* is the best text that children are capable of producing at the end of a unit, using the skills and knowledge they have acquired from Explore and Practise phases. • Children engage with feedback to support next step improvements. <p>This phase includes:</p> <ul style="list-style-type: none"> - Deconstruct it!: <i>Intelligent use of WAGOLL</i> - Plan it!: <i>Planning of writing</i> - Write it!: <ul style="list-style-type: none"> ✓ <i>Brief Modelled or Shared Writing</i> ✓ <i>Guided Writing</i> ✓ <i>Independent Writing</i> - Edit it! <i>Edit and improve</i> 	<p>Encourage children to ‘say it, think it, teach it</p> <p>Self-assessment Peer-assessment Teacher assessment against the small steps identified and taught. Questioning Positive specific feedback</p>
<p>* All units include a destination piece. This is an extended piece of writing which is a culmination of a lot of thinking completed during the Explore and Practise Phases. This provides an opportunity to apply their skills but to also develop their stamina by writing longer pieces. This ‘destination’ piece is designed with a clear purpose in mind and should be read and enjoyed by others, even if this is only with a group of children within their own class. Children benefit from a genuine audience beyond their teacher. Children will create 5/6 ‘destination pieces’ during each term (Between 2-3 weeks per unit) These will vary in length based on the objectives taught, the text type and the age of the children.</p>		

This audience for the destination piece can include:

1. *Children in their class*
2. *Contributing to a class book*
3. *A piece of another class*
4. *A blog or Dojo*
5. *A letter to the head or beyond school*
6. *Display*

Sequence of skills

Teachers devote time to the ACQUISITION of a wide range of skills and the PRACTICE of the skills in and out of context.

- The progression of skills taught, particularly within Vocabulary, Grammar and Punctuation, is vital to children achieving mastery. There is a strong focus on consolidation of all skills taught with opportunities to practise through revisit, reteach, retrieval and review activities.
- There is a clear set of '**Steps in Learning**' (See writing progression documents) for each year group which support teachers when planning to break down content from the national curriculum and against concepts into a clear series of sequential steps. Each is pursued until learners can show they are ready to move on. If individual children fall behind their peers during this period of teach and practise they are targeted for reteach and intervention.
- The Steps in Learning are also used by children who assess against them. Teachers give feedback against the criteria.
- The year group 'Fundamentals' (Appendix 2) from the previous year group are revisited in the first 2 weeks in September. In Year 3 this includes a review of children's learning (Appendix 1)
- Spelling is mostly taught through the RWI scheme although conventions are addressed within main writing teaching too.

This means there is:

1. A clear sequence of grammar, punctuation and spelling skills to be taught in each year group, with a focus on securing fluency and competency through modelling, opportunities to review, revisit and retrieve and time to practise.
2. A focus on the teaching of key skills within a variety of contexts and opportunities to apply learning.
3. Adherence to National Curriculum programmes of study, including all elements of transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) and vocabulary, grammar and punctuation).
4. A recognition that competence within Phonics and Spelling are the building blocks to great writing, understanding the meaning of words in context.

Inclusive writing progression

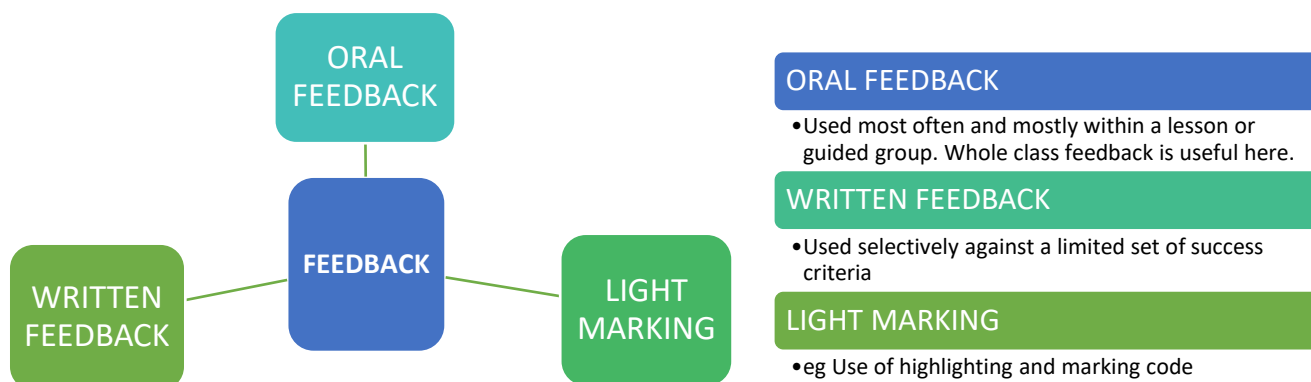
We have an ambitious writing curriculum which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the current year groups programme of study and support is provided to all the children to gain mastery over new concepts through the accurate, intentional deployment of resources (adult support and learning materials). We ensure through forensic analysis of writing assessments provided from our feeder infant schools that all children have the 'fundamentals' for further success in writing- this includes phonics. These are outlined in Appendix 1 (Early Writing Fundamentals). If gaps are identified these are addressed through a range of strategies (Pre-teach, reteach, review activities, scaffolds, individualised targets and small group and individual interventions). All children across school are supported with phonics until the expected standard is reached (assessed through a phonics screen and/or Phase 5 assessment)

Assessment

The accurate assessment of children's writing ability is critical to ensure all children have the required substantive knowledge needed to access the next component identified as well as ensuring children are able to apply disciplinary knowledge in our progression documentation.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective.

Feedback will take three forms.



Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: we carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points. Teachers also carry out end of unit assessments to identify any gaps in the children's understanding. Finally, teachers' carry out summative assessments at the end of each term to identify any gaps in the children's long-term memory. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.

Desired Impact of our Writing curriculum

By the end of Year 6, transitioning to secondary school, we aspire that a pupil of Emmanuel will be confident, enthusiastic and reflective writers. It is our aim to support children to look creatively at the mechanics of how our language works, exploring patterns, examining how we generate meaning and giving children the linguistic tools to express themselves so that they can write with flair and conviction – they can achieve mastery.

Pupil voice

Through discussion and feedback, children talk enthusiastically about their writing lessons and speak about how they have transferred the substantive and disciplinary knowledge of writing in other areas of the curriculum so that it is suited to a range of purposes and audiences. They can articulate the context in which writing is being taught. Children show confidence and believe they can apply and build on the knowledge and skills they already have.

Evidence in substantive and disciplinary knowledge

Pupils use acquired vocabulary associated with the progression documents in writing lessons. They have the knowledge to use disciplinary knowledge independently and show resilience, flexibility and fluidity to move between different purposes and audiences when writing. Children show a high level of pride in the presentation and understanding of the work. Teachers plan a range of opportunities to use acquired writing skills throughout the curriculum.

Outcomes

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.