

# Writing Subject Overview



## Intent

We want children at St. Aidan's to:

- write easily and fluently for a range of purposes
- develop the habit of writing widely and often, for pleasure and information
- acquire a wide vocabulary
- appreciate our rich and varied heritage
- elaborate and explain clearly their ideas to others

The programmes of study for writing are split into two components:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that our teaching develops pupils' competence in these two areas. In addition, pupils should be taught how to plan, revise and evaluate their writing.

**Effective transcription:** we aim to teach pupils to spell quickly and accurately through knowing the relationship between sounds and letters (phonics), understanding the morphology (word structure) and orthography (spelling structure) of words.

**Effective composition:** our writing curriculum aims to teach pupils how to form, articulate and communicate ideas, organising them coherently for a reader. Pupils must develop their vocabulary and grammar and have an awareness of audience, purpose and context.

### **Spelling, Punctuation, Grammar and Vocabulary**

Teachers at St. Aidan's use the statutory appendices of the National Curriculum to support and structure their teaching of spelling, vocabulary, grammar and punctuation.

We aim to provide opportunities for pupils to enhance their vocabulary from reading and writing. As vocabulary increases, teachers develop pupils' understanding of the relationships between words, understand nuances in meaning and understanding of and ability to use figurative language. Pupils are taught how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught how to control their speaking and writing consciously and to use Standard English.

## Implementation

### **How is the writing curriculum organised?**



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Teachers organise their writing curriculum to ensure children have opportunities to revisit, practise and repeat learning which is key to a deep understanding and having a mastery of skills. Teachers look for links across subjects to help deliver the writing curriculum effectively in a way that will engage the children and stimulate interest.

Writing is taught through daily Literacy (incorporating reading, writing, grammar, punctuation and spelling) lessons and weekly spelling sessions.

## **Impact**

Our writing curriculum is organised clearly, so each teacher knows exactly what is expected of their year group. Skills are taught, they are practised, and they are repeated and revisited. This enables our children to develop deep understanding so they can use and apply skills taught in Literacy across all subjects at the same high standard as they do in Literacy.

### **Does the writing curriculum meet the needs of all the learners in school?**

Individual pupils who are not making as much progress as their peers are monitored to ensure intervention strategies are put in place and that they make a difference – termly data meetings.

### **How do we evaluate the effectiveness of our writing curriculum?**

Teaching and learning are monitored through planning and assessment scrutiny, lesson observations, work scrutiny and through talking to the children within lessons. Data reviews of Year 2 and Year 6 attainment is used as an effective summative evaluation of the needs of the school. All of the formentioned actions provide foundations to evaluate reading effectively.

### **What are the curriculum strengths in writing?**

A topic-based approach is embraced to ensure writing skills can be applied in a stimulating way.

Independent Writing books allow pupils to see progress they make through a range of genres during the academic year.

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