

Pollington-Balne C of E Primary School Curriculum Statement

Writing

'If you want to change the world, pick up a pen and write.'
Martin Luther King

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The schools' senior leadership team will: - Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. - Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. - Provide sufficient funding to ensure that implementation is high quality. - Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching.	Our typical teaching sequence will be: - Cold write - Read it! (Analyse the text, identify key grammatical and structural features, boxing up) - Learn it (teaching and practice of specific grammatical, punctuation and structural features) - Modelled write (daily a paragraph at a time) - Hot Write (daily a paragraph at a time) - Daily editing Word mats Knowledge organisers Success criteria Prompt sheets	Pupil Voice will show: - A developed ability to write for different purposes appropriate to age and ability - A secure understanding of the key structural features of different genres appropriate to the programme of study. - A love of writing - The ability to discuss their progress and writing.
The curriculum leader will: - Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. - Ensure an appropriate progression of knowledge is in place which supports pupils in 'knowing more and remembering more' phonic knowledge and develops them as writers.	Our classrooms will: - Provide appropriate quality texts to support analysis of each text type. - Have developed learning walls which include appropriate responses and materials to both scaffold and extend learning - Deploy appropriately challenging selections of texts, both non-fiction and fiction,	Displays around school and books will show: - Pupils have had opportunities for practice and refinement of skills across the wider curriculum. - A consistent approach to the delivery of whole class teaching for pupils ensuring all children are 'keeping up' rather than 'catching up'.

• Aim for children to become confident and enthusiastic writers throughout their school journey. • Ensure an appropriate progression of writing skills and knowledge is in place over time so that pupils are supported to be the best writers they can be, and challenge teachers to support struggling writers and extend more competent ones. • Provide regular training for all staff which addresses elements for development identified through rigorous monitoring. • Demonstrate a love of learning and writing.	accessible throughout learning to both scaffold and extend learning as needed.	• Clear differentiation of support ensuring every child's specific needs are targeted and addressed • That pupils, over time, evidence they have embedded and subsequently built on the early writing skills in order to continue to develop as a writer.
The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Plan carefully structured learning to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching • Attend all relevant training to ensure that they continually strive to deliver the very best writing teaching • Demonstrate a love of writing.	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a writer because they know how to be successful. • Safe and happy in writing lessons which give them opportunities to explore their own writing skills development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses writing skills and knowledge • Develop writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	The curriculum leader will: • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels including moderation. • Ensure assessment is completed accurately to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.