

## Writing Curriculum 2019-2020

Intent	Research Link	Implementation	Impact	Next Steps
<p><b>Intention 1: To build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more.</b></p> <p>- To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed their potential at St Catherine of Siena School and beyond.</p>	<p><u>National Curriculum</u> School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age-related knowledge and skills.</p> <p>Choosing and Using Quality Children's Texts - What We Know Works CLPE</p> <p>Writing in Primary Schools - What We Know Works CLPE</p> <p>The Reader in the Writer (2001) Valerie Cork, Myra Barrs</p> <p>The Power of Pictures, Summary of findings from the research on the CLPE Power of Pictures Project 2013-19.</p> <p>NATE, Teaching English, Primary Matters, Take One Book. Michelle Nicholson Teaching and Learning Adviser for English, Herts for Learning.</p> <p>The power of a good book – leading the way to successful grammar teaching. 2017. Kathy Roe</p>	<p>National Curriculum Programmes of Study and Scheme of Work</p> <ul style="list-style-type: none"> <li>• English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum.</li> <li>• English is planned for following the Take One Book approach and is linked to topic learning where appropriate.</li> <li>• Within the Take One Book planning, the full range of writing genres will be taught and revisited. This has been provided to staff in the whole school English Overview created by the Subject Leader. Through planning and book scrutinies, the subject leader will monitor this to ensure coverage, quality of teaching and progression.</li> <li>• Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary through the Reading Life of the School.</li> </ul>	<p>Children will make at least good progress in Writing from their last point of statutory assessment or from their starting point in EYFS. Progress will be measured using SMB maps, ITAFs and will be monitored through internal and external moderation. Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>	

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<p><b>Intention 2: To promote a culture of using adventurous vocabulary.</b></p> <ul style="list-style-type: none"> <li>- Children use and understand language as speakers, readers and writers.</li> <li>- Children are competent, confident and independent in the use of language in their writing</li> </ul>	<p>Why closing the word gap matters: Oxford language report</p> <p>Language unlocks reading: supporting early language and reading for every child. (National Literacy Trust)</p> <p>Beck et al (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. Journal of Educational Psychology, 74(4), 506–521</p> <p>Closing the language gap: Building vocabulary David Didau</p> <p>Deepening knowledge through vocabulary learning Effective vocabulary instruction: The underlying reasoning and research. Beck and McKeown.</p> <p>Moving English forward. Ofsted, 2012.</p>	<ul style="list-style-type: none"> <li>• Children are exposed to a range of high-quality texts in class: in guided reading, their class read and English lessons.</li> <li>• Every classroom displays key vocabulary from texts and topics so that the children have an opportunity to use these within their own writing.</li> <li>• Classrooms display a “word of the week”. This is pitched higher than the level of the children to expose them to more challenging vocabulary. This word is linked to learning and children are challenged to use it within their writing that week.</li> <li>• Subject leader will monitor the use</li> <li>• Vocabulary is discussed as part of guided reading sessions so that children understand the meaning of new words and can therefore use them more readily and access the text that they are reading.</li> <li>• Every classroom has a number of thesauruses and children are encouraged to use them to up-level their vocabulary choices.</li> <li>• School library contains appropriately challenging texts (both fiction and non-fiction) to ensure pupils are introduced to a range of sophisticated vocabulary.</li> <li>• Children will be explicitly taught strategies to determine the meaning of</li> </ul>	<p>Children will be confident in using a range of strategies to determine the meaning of unknown words. As a result of this, they will be able to comprehend higher-level texts more easily. They will therefore make good progress in Reading. Being exposed to a wider range of vocabulary will enable children to use more adventurous language within their own writing.</p>	
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		<p>words including looking at suffixes, prefixes, etymology etc.</p>		
<p><b>Intention 3: To ensure that children apply their grammatical knowledge in their writing and have a secure understanding of the grammatical terms specific to their year group.</b></p>	<p><u>National Curriculum</u> School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age-related knowledge and skills.</p> <p>Can grammar teaching improve pupils' writing? David Didau</p> <p>Myhill, Debra &amp; Jones, Susan &amp; Lines, Helen &amp; Watson, Annabel. (2012). Re-thinking grammar: The impact of embedded grammar teaching on students' writing and students' metalinguistic understanding. Research Papers in Education. 27. 139-166.</p> <p>Jones, Susan &amp; Myhill, Debra &amp; Bailey, Trevor. (2012). Grammar for writing? An investigation of the effects of contextualised grammar teaching on students' writing. Reading and Writing.26.</p> <p>The power of a good book – leading the way to successful grammar teaching. 2017. Kathy Roe</p> <p>10 creative ways to teach English that deliver outstanding results. Anna Warren, The Guardian.</p>	<ul style="list-style-type: none"> <li>• Grammar is taught discretely at the beginning of English lessons across all classes to raise the profile of the subject.</li> <li>• The grammar which is taught at the beginning of English lessons is directly linked to the learning which will take place within the lesson to enable children to practise implementing the taught grammar.</li> <li>• New grammatical terms are displayed in the classroom to reinforce their meaning and to prompt children to use them independently within their writing.</li> <li>• Each piece of writing in the lead up to a final piece will have a specific grammar focus. Once the skills have been taught, the final piece will combine all of these taught skills, outlined in the success criteria/ steps to success, to enable the children to demonstrate their knowledge independently.</li> <li>• The teaching of grammar will be monitored by the subject leader through lesson observations, planning and book scrutinies.</li> <li>• Through pupil voice, the subject leader will ask children to identify their use of grammar within their writing to gauge</li> </ul>	<p>Children will be exposed to correct grammatical terminology. They will be more confident in using SPaG within their writing and will be able to identify where they have used these skills. The use of grammar within writing will become more natural and less of a “tick box” exercise. In turn this will help to create well rounded writers.</p>	

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		<p>their understanding and implementation.</p>		
<p><b>Intention 4: To ensure that children apply the same standard of English language across all areas of the curriculum.</b></p>	<p>Writing Across The Curriculum. Marcella King, 2014.</p> <p>Essid, J. Writing Across the Curriculum. Retrieved by <a href="http://writing2.richmond.edu/wac/wtl.html">http://writing2.richmond.edu/wac/wtl.html</a></p> <p>Writing without frontiers: cross-curricular writing. Michelle Nicholson. 2016.</p> <p>Writing is Primary. Action research on the teaching of writing in primary schools. Richard Ings.</p> <p>Moving English forward. Ofsted, 2012.</p>	<ul style="list-style-type: none"> <li>• Expectations for writing set out by teaching staff is high in all curriculum areas.</li> <li>• Children are expected to apply taught grammatical features from their English into other writing opportunities across the curriculum.</li> <li>• Extended writing opportunities are planned into other curriculum areas including History, Geography, Science and Religious Education.</li> <li>• Staff are supported in identifying opportunities for writing in other subject areas through staff meetings and mentoring with subject leader.</li> <li>• Subject leader ensures coverage of writing across the curriculum through planning scrutiny and wider book scrutiny.</li> </ul>	<p>There will be a consistent standard of writing across the curriculum for each individual child. There will be evidence of SPaG being used across the curriculum. There will be evidence of writing in a variety of subjects.</p>	