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| **Sacred Heart Catholic Primary School – Curriculum Intent for Writing**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| **Faith** | **Hope** | **Love** |
| Our curriculum:   * Sets **high expectations** for all pupils through **personalised** **target** setting so that no child is left behind; * Does not put ceilings on what pupils can achieve and believe all children can make **good progress** through quality **daily writing** * Supports children’s progress through exposure to a **variety** of **quality** literature, genres, authors and writing experiences such as competitions. | Our curriculum:   * Allows pupils to **write clearly**, **accurately** and **coherently** in a **range** of contexts, adapting their **language** and **style** for a varietyof purposes and audiences * Is continually developed through **research**, **effective** **CPD** and **reflective** **dialogue** and practice * Oral **rehearsal**, **visual** **representation** and **repetition** better **supports SEND** and **EAL** pupils. | Our curriculum:   * Provides all children with the **opportunity** to **confidently** **communicate** their **knowledge**, ideas and emotions through their writing * Allows children to acquire and build a **love** for wide **vocabulary**, a solid understanding of **grammar** and a bank of **narrative** and **non-fiction texts**. * Allows for a **consistent** **approach** to teach a **love** of writing across the school. |
| **Sacred Heart Catholic Primary School – Curriculum Implementation for Writing**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| We follow the national curriculum statutory requirements as the basis for our long term and medium-term planning. Each year group has a curriculum map which shows not only the knowledge and skills but how these are built upon each year.  Classroom organisation:  We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as writers’ toolkits, word banks, writing frames or a greater level of modelling.  Rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control / originality in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.  English Lesson Sequence:  Each year group, plan from a yearly overview of the writing genres, both narrative and non-fiction. These ensure a wide breadth of genre coverage as well as building on skills from year to year. It is intended that units should take between two and four weeks to complete. The final piece of writing from each unit will be a Hot Task used to assess the pupil’s skills against the agreed success criteria.  Every writing unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their final piece of writing for that unit. This WAGOLL – What a good one looks like –supports pupils to identify and mimic the identified features in their own writing. Non-fiction units are also taught through a quality WAGOLL.  Enrichment:  Pantomime – supporting our Fairy Tales and Wishing Tale topics.  Writing competitions – 500 Word Poetry writing competitions e.g Roundabout and Wimbledon Bookfest as a school we have achieved great success in these competitions. | | |
| **Sacred Heart Catholic Primary School – Curriculum Impact for Writing**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| Impact of our curriculum is measured through qualitative and quantitative data.  Teachers use assessment for learning strategies to evaluate, adjust and maximise the impact on pupil outcomes.  Attainment and progress in house as well as statutory data is monitored closely by the curriculum and subject leads. Termly progress meetings identify pupils who need additional support. These are also used strategically to identify future CPD.  Qualitative data in the form of pupil voice or from pupil, parent and staff surveys are also used to measure impact.  These regular monitoring cycles for leaders as all levels as well as external validation such as our MEP help to triangulate the impact and are used to measure impact and adapt and refine our provision through strategic planning.  In recent surveys, 87% of pupils across the whole school enjoy writing through our T4W schemes of work.  2019 national data show that 83% of pupils meet phonic screening expectation. This meets National expectations.  75% of KS1 pupils meet or exceed national writing expectations and 36% exceed national writing expectations. This exceeds national data.  86% of KS2 pupils meet or exceed national writing expectations and 16% exceed national writing expectations.  <https://www.sacredheart.merton.sch.uk/key-stage-data/>   * All pupils will enjoy writing opportunities and will be proud of their writing. * Pupils recognise good writing, and understand what makes it good; * With the implementation of the writing journey being well established and taught thoroughly in both key stages, children will become confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer’s craft, sustained writing and manipulation of grammar and punctuation skills; * Pupils know that others value their writing; they see it on display, used as WAGOLLs, made into class books; * Pupils learn how to plan, structure and prepare for writing; * All pupils will make good progress in writing from their starting points including SEND, PP and EAL groups * The % of pupils working at ARE within each year group will be at least in line with national averages; * The % of pupils working at Greater Depth within each year group will be at least in line with national averages; | | |