

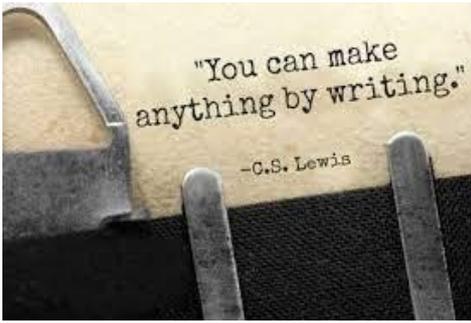


Writing at St Charles' School

Intent

At St Charles' we see writing as a key aspect of our curriculum and a priority for academic success.

We want all children to leave our school as creative writers who can express their thoughts and ideas through the written word. We intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling.



Implementation

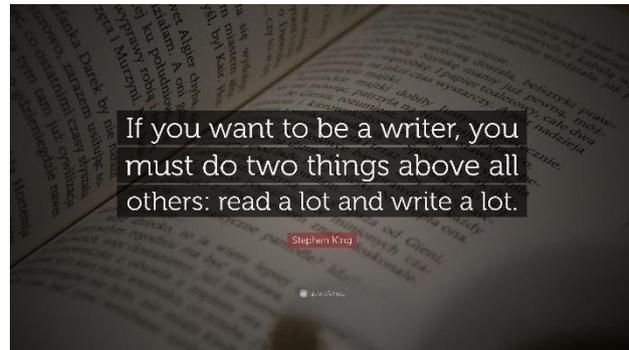
From EYFS to Year 6, our teaching of writing includes a wide range of style and context, makes cross-curricular links to our Foundation subjects and is designed with specific meaning and purpose. We use a range of real-life audiences and purposes to help children to see the place of writing in daily life.

Children have opportunities to explore examples of writing linked to the writing focus and have a clear vision of the expectations for each piece of completed work.

Following a writing journey, children build on their knowledge of writing features, explore a variety of genres, then move onto planning, editing and improving their writing.

In the earliest stages of writing, teachers follow the 'Talk 4 Writing' framework developed by Pie Corbett, enabling children to imitate the language needed for a particular topic, orally, before reading and analysing, and then writing their own version.

Teachers follow the writing progression for sentence structure, developed by Alan Peat to improve and enhance the quality of the writing. These sentences develop the use of language, punctuation and grammatical features within, and across, the English curriculum. Teachers may focus on particular grammar and punctuation skills as stand-alone lessons to embed and develop their understanding or consolidate skills.



Handwriting

At St Charles, we follow the handwriting scheme from 'Letter-Join'. This is a whole school approach to develop a fluent and cursive style of writing by the end of Year 6. Teachers follow the progression for the introduction of letters and their associated joins across each year group.

Letter-join 

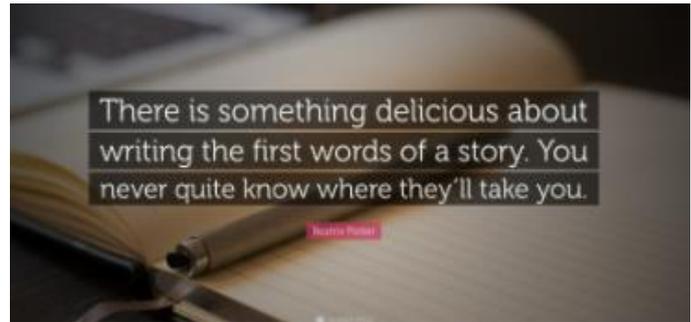
Spelling

Teachers follow the Spelling Shed Scheme to support their planning and delivery of phonics and spelling rules. All children have access to the online programme as part of their weekly activities and homework. Activities are set to practise and consolidate learning of the weekly phonics sound, spelling rule or pattern.

Assessment

Teachers monitor and assess children's writing progress through a range of strategies to ensure we meet every child's needs:

- Structured marking and feedback of each piece of writing
- Key Phase Moderation
- Inter school/Trust Moderation



Impact

Through our clear writing progression criteria, children will make good progress in their writing.

They will be able to write with accuracy and clarity and adapt their language and writing style for a range of contexts, purposes and audiences.

Children will acquire a wide range of vocabulary and have a strong command of the written word.

Children will be equipped with the skills and tools to support and aid their own learning.

Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

