



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL
WRITING CURRICULUM STATEMENT

'Together with God, Making Learning a Life Long Friend'

At St Anne's we want children to have a love of writing. We expose the pupils to a range of texts to engage them with their writing and to act as models- those that inform, persuade, discuss and those that are purely for entertainment. We give children the opportunities to explore the range of books that are available so that they can see successfully written texts and use these as "showcase" pieces. We believe that there is a strong link between reading books and writing successfully. It is vital that children can write to a high standard and give them foundations for building upon this on leaving our school ensuring that they are ready to approach writing as Key Stage 3 with enthusiasm and the necessary skills. We would like children to be able to enjoy playing with language and using it to entertain their readers as well as writing to give information using an appropriate range of vocabulary at a suitable level. Children should know the power of language and how different features of language can affect their intended audiences. High level vocabulary is important to expose children to so that they can write in an exciting register. We believe that explicitly teaching "Tier 2" language means that as adults they are more likely to be successful writers. We celebrate writers that have used exciting vocabulary by a weekly "Vocabulary Star of the Week" per class to enthuse children about their rich language.

We feel that it is imperative for children to participate in speaking and listening through discussion, debating, performance and presentation. Children should know the skills of how to critique the work and findings of others and know what makes for effective and enjoyable communication. We intend for children to leave St Anne's using, understanding and approaching the power of language with confidence and resilience, wanting to explore it further and having the necessary foundations to do so. We offer a writing curriculum, that once completed, means that they are KS3 ready.

Within English we use several commercial schemes. The reason for this is to gain consistency within our learning across the school as we feel that St Anne's children need this to avoid wasting time when beginning a new year group as they are already familiar with their pathway of learning. The use of Read Write

Inc (RWI) Phonics in Early Years and Year 1 is followed on by Read Write Inc Spelling in Year 2- Year 6. This allows children to have a systematic approach to learning phonics, all the way through to spelling when their phonics knowledge is secure; children are then familiar with the process of the learning and there are no gaps. The formulaic and repetitive element of RWI allows children to learn thoroughly and with a clear pattern, improving their memory.

Writing is taught using the Jane Considine model. Throughout the year we use suitable Jane Considine units of work which are adapted to meet the needs of our pupils and at times writing is taught through our own unit plans but using the "lens system" that is used in the Jane Considine approach. We find that this suits our children as we believe that they benefit from the consistent approach throughout as they can gain confidence as they move through the school. Jane Considine is a scheme chosen for our pupils as it enriches vocabulary and can be easily adapted to take into account our wide range of learners. This scheme suits St Anne's pupils as they are taught explicitly how to construct and combine sentences. Writing is assessed at a baseline and half termly against the Staffordshire Entrust Writing Skills Grids which have been slightly adapted to improve the use for teachers. This is moderated termly either within school, across schools or across year groups leading to professional discussions to pick apart reasons for decisions being made.

Teachers are asked to use the National Curriculum to ensure that objectives are taught appropriately for their year group. They are given sentence types, conjunctions, grammatical terminology specific to their year group to aid progression and appropriate sequencing. Where possible, we link our class texts to our topic but feel that it is not suitable to force these links as learning is not deep enough and texts are not necessarily rich-enough to improve English skills. We assessed the gaps following Covid and provided booster sessions and intervention sessions for those who had gaps to fill. We enhanced our cross-curricular writing to ensure there were many opportunities to write across the curriculum without losing our full curriculum offer.

On leaving St Anne's children are above national averages in all areas of English. In 2024, 86% of children reached at least the expected level in grammar, spelling and punctuation and 91% achieved at least the expected level in writing. Writing was moderated with two schools and externally. Pupil interviews between SLT and a few children from each year group showed that children enjoyed English,

"I like that we use chunking sheets talk in groups to find other ideas. I love basing my writing on books and videos and how we share ideas- I find words out that I didn't even know existed!"

"I love improving my writing by learning new words from other people because it helps me to build better sentences."

"I like how we can create our own stories which makes it really fun. We grab ideas from each other and then use chunking to expand them and make them into our own with our own imagination."