



SJF CURRICULUM

Writing & GPS

INTENT | IMPLEMENTATION | IMPACT



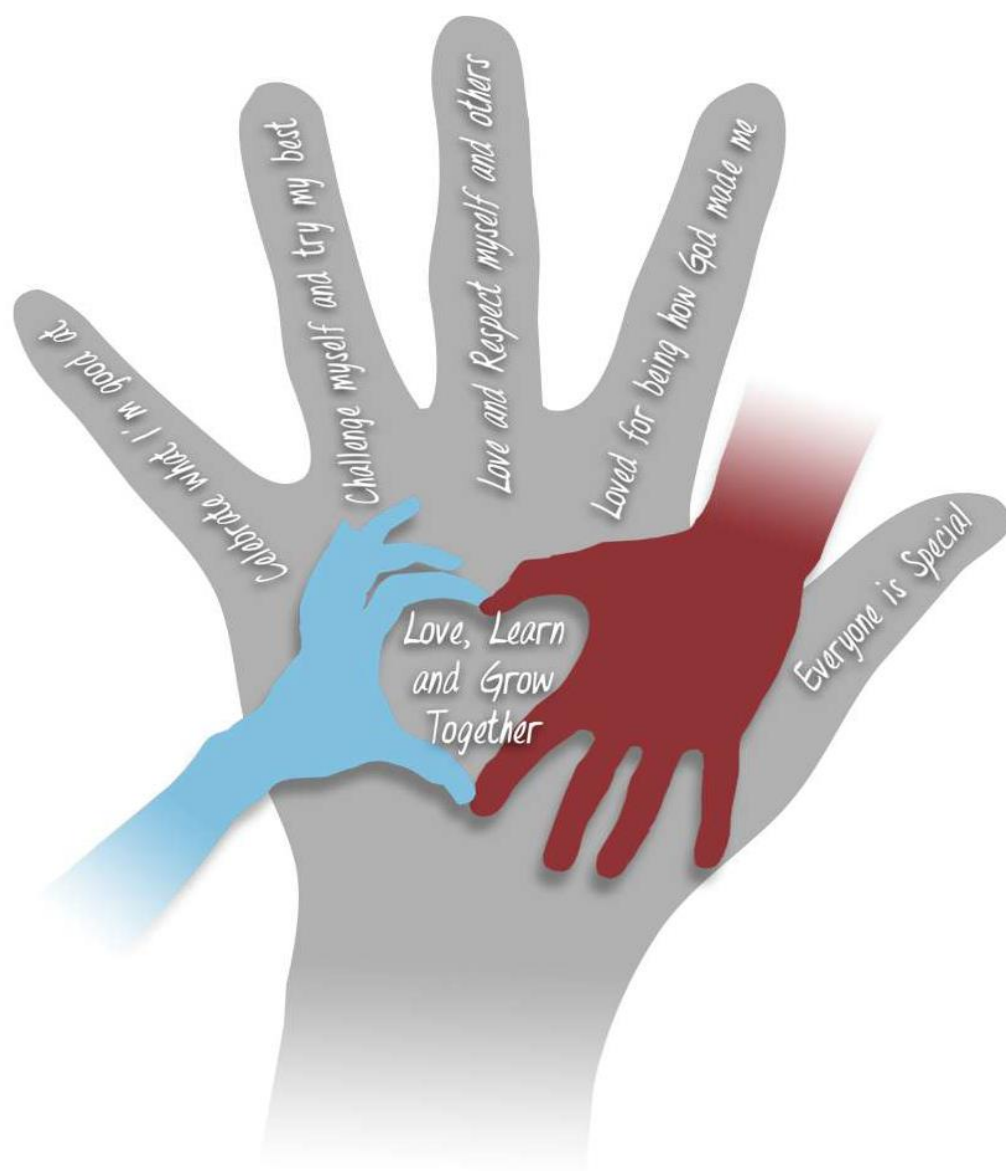
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SJF VISION AND MISSION

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special

To achieve these aims all learners, staff, parents and Governors will work together.



SJF CURRICULUM AIMS

- To provide an exciting curriculum that
 - enthuses, engages and motivates all children
 - fosters and encourages natural curiosity, enquiring minds and deep enthusiasm for learning
 - enables each child to thrive and achieve their full potential
 - empowers children to develop resilience and courage
 - embeds, in all children, the attitudes and behaviours necessary for them to be lifelong learners
- To provide a secure and safe environment so that all children can work, play and be encouraged to develop moral values and healthy respect for others
- To facilitate positive links to our children's cultural backgrounds and heritage
- To foster strong links between home and school, rooted in the conviction that parents/carers are the first educators, so that we enable. Encourage and support them to be active in their children's school lives and learning.
- To provide our children with an education that gives them with a solid foundation for the rest of their lives that enables them to grow to be happy and confident citizens, respectful of themselves and others – and with the personal qualities necessary to drive them forwards in the pursuit of their dreams and ambitions, including confidence, courage motivation and resilience.

INTENT

“English is the language of the future...the most important tool you'll ever need, no matter what career you choose. You have the right to English. Make it your right!”

Benjamin Zephaniah



At St John Fisher, we strive to create a positive writing culture in our school and work hard to enthuse, inspire and equip our pupils to become skilled, fluent writers. Indeed, we aim to develop a love of language in our learners.

We want every pupil in our care to communicate their knowledge, ideas and emotions through writing confidently. As is outlined in the aims of National Curriculum 2014, we want our learners to 'write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences'.



ST CLARE
Catholic Multi Academy Trust



Effective composition of writing is dependent on the ability to articulate and communicate well. We firmly believe that 'writing floats on a sea of talk' (Britton) and for pupils to acquire a wide and varied vocabulary in their writing, and to use grammar effectively, they need to hear, and use, high quality talk. Furthermore, we teach pupils to consider the audience, purpose and context of their writing and to organise their ideas coherently.

Equally important, is developing competency in transcription skills. We have high expectations of our pupils with regard to spelling and expect them to spell new words by effectively applying patterns and rules they learn throughout their time in primary school. Furthermore, we aim for learners to understand and then effectively apply grammar skills into their writing.

We believe that all pupils should be encouraged to take pride in the presentation of their writing by developing a neat, clear and joined, handwriting style by the time they move to secondary school. We also feel that refining and editing writing over time is an instrumental part of the writing process and teach pupils to do this independently in their growth as writers.

Children need to be able to write in a range of genres with an awareness of their audience, adapting their style and language for a range of contexts, using the grammar knowledge and spelling they are taught.

At St John Fisher:

- we are focused on encouraging all children to be passionate about reading and writing and be enthusiastic and confident learners.
- we are determined that all children will become highly competent and confident readers, writers and effective communicators by the end of their time with us.
- We aim immerse all pupils in the wonders of quality texts; instil a love for reading; widen their horizons; develop a passion for discovery and the confidence to explore their imagination and creativity
- we raise awareness of the world; widen children's horizons; and develop their cultural capital
- we aim to provide a language rich environment to support their learning and to enrich their lives to prepare them for the next stage in their education
- we provide a challenging curriculum to build resilience in all learners.



IMPLEMENT

From Y1, English is taught through immersion in high quality, whole-class texts, which develop learners' fluency and depth of understanding in the key reading, writing, grammar and punctuation skills.

The teaching of writing is purposeful, robust and shows clear progression for all children. In line with the National Curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age groups.

As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. Teachers ensure children's writing is celebrated at Celebration Assembly, in the newsletter and in Writers' Corner.

WRITING

Writing is taught through a number of different strategies. We use a method called "Sentence Stacking" which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. This is based upon the research of Jane Considine through the medium of 'The Write Stuff'.

An individual lesson is based on a sentence model, broken in to three chunks:

- **Initiate...**
a stimulus to capture the children's imagination and set up a sentence
- **Model...**
the teacher close models a sentence that outlines clear writing features and techniques
- **Enable...**
the children write their sentence following the model and have the opportunity to 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous learning

All of our classroom environments ensure we are celebrating the writing of all children.

THE THREE ZONES OF WRITING

The FANTASTICs (Ideas), The GRAMMARISTICs (Tools), and The BOOMTASTICs (Techniques) support children's learning, precision and writing.



The FANTASTICs system, which is also used in the teaching of reading, allows children to identify the nine elements that all text types are comprised of. When pupils are familiar with these nine elements, they are able to ensure that they are incorporated into their writing. The FANTASTICs help children to sharpen their understanding of their own and others' writing by encouraging them to be observant and reflective.

The nine GRAMMARISTICs cover National Curriculum requirements, capturing the broad spectrum of key grammar knowledge. Discrete grammar lessons are also taught to ensure specific grammar knowledge is taught and revisited.

The BOOMTASTICs capture the ten powerful ways to add drama and poetic devices to writing. They help children structure their work, teaching them to showcase their writing voice, demonstrate originality and to take risks in a bid to capture the truth of a situation.

- text-led learning journeys with a clear end point, based on Jane Considine's approach 'The Write Stuff'.
- writing and grammar is planned progressively with many opportunities to revisit learning through spaced practise, enabling children to know and remember more.
- opportunities to apply taught skills in other areas of the curriculum

SPELLING

- daily phonics sessions throughout EYFS/KS1, following the RWInc. programme where spelling is also taught and practised
- RWInc. interventions (including 1:1 Fast Track Phonics sessions) are in place for all children at risk of not keeping up, including those who need support beyond Y2
- all children in KS2 benefit from a daily 'Speed Sounds' session
- spelling is taught four times a week for 15-20 minutes throughout KS2 using the 'Active Spelling' approach
- precision teaching is in place for those children who need extra spelling support in KS2.

HANDWRITING

Handwriting is taught in discrete lessons and offers clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join along, securing the joins and practising speed, fluency and developing a personal style. Opportunities for consolidation of handwriting is encouraged throughout the wider curriculum with handwriting expectations agreed and constant.



IMPACT

How will this be measured?

Pupil Voice will show confidence discussing and applying the Active Spelling strategies to support spelling throughout the curriculum.

Displays around school and books will show a consistent approach to the delivery and implementation of handwriting with children developing ever increasing control and style as they progress through school.

A consistent approach to the delivery and implementation of Jane Considine's 'The Write Stuff' approach with children using adventurous, challenging vocabulary, accurately applying grammar and consistently producing high quality writing.

A clear progression in knowledge and skills with teaching and learning in line with the National Curriculum and school expectations.

Pupils, over time, develop a range of early writing skills which they are able to apply in their learning across the curriculum, as well as in 'real life' situations.

The subject leaders will collate appropriate evidence over time which evidences that pupils know more and remember more.

Monitor the standards in the delivery of The Write Stuff and Active Spelling to ensure outcomes are at expected levels.

Ensure assessment is completed fairly, accurately and in a timely fashion 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.

