



Curriculum Subject: English (Writing)

Subject Leader: Andrew Rotherham

Curriculum Overview and Statement of Intent, Implementation and Impact.

	<p align="center"><u>Vision</u></p> <p align="center">'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'</p>	<p align="center"><u>Values</u></p> <p align="center">Compassion Courage Community</p>
<p align="center"><u>Motto</u></p> <p align="center">Learning to make a difference through God's love. <i>Jesus said, 'Love one another as I have loved you' John 13:34</i></p>		
<p align="center"><u>Mission</u></p> <ul style="list-style-type: none"> • Ensure that children are safe and demonstrate compassion for others. • The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected. • Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum. • Encourage inclusively high expectations enabling children to personally and academically thrive. <ul style="list-style-type: none"> • Deliver an inspirational, creative curriculum to meet the needs of our aspirational children. • Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations. <ul style="list-style-type: none"> • Create an environment that builds confidence for the school family to grow resilience. • Enable children to persevere on a journey of social, moral, cultural and spiritual growth. 		



Intent
 Writing is a life skill; the ability to communicate and record their ideas is a vital skill we believe children need for preparing for their future lives. We want children to foster an enjoyment through writing too, to explore their creativity and imagination. We expect the children to use their writing skills to explore all areas of the school curriculum.
 We want our children at Newport Junior School to develop the skills of being an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at Newport Junior School, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. We expect the highest standards of writing every time a child writes in any subject.

Implementation
 Children are taught the following skills within writing lessons across the curriculum;

- to plan coherent texts within a purposeful writing context.
- to be aware of the intended audience for a planned piece of writing through the use of our boxed up success criteria approach
- to read and analyse a text to identify its writing features
- to use a range of planning formats to help structure their ideas
- to know how to best use sentence types and sentence structures to have the desired impact on their audience
- to improve their use of vocabulary,
- to improve skills in grammar (developing their knowledge and understanding of English grammar within a range of genres)
- to edit and improve their writing
- to develop handwriting (using a neat, cursive, fluent style)
- to learn spelling strategies

Contexts and audiences for writing are carefully planned to engage learners in a real purpose for their writing. We believe that quality writing is underpinned by children's reading and speaking and listening skills. The reading of quality texts and the use of structured talk can support the development of writing skills. Children are encouraged to develop their own authors voice through our Free Writing Friday approach. This allows children to write about anything that interests and stimulates them. We have seen how this initiative has impacted on children's creativity and enjoyment in this writing activity.

Impact
 Our Writing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.
 In addition, we measure the impact of our curriculum through the following methods:

- reflection on standards achieved against the planned outcomes;
- Children can understand and apply the fundamental principles of spelling, grammar and punctuation in their writing;
- Children can evaluate, improve and redraft their writing;
- Children are confident and creative writer's;
- Children develop an author's voice;
- Children communicate clearly using accurate grammar, punctuation, handwriting and spelling.
- Children will develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth.



Newport CE Junior School: Curriculum Provision Planner for Reading

	Year 3	Year 4	Year 5	Year 6
<p>Phonic Expectation and Provision</p> <p>Phonics and Decoding Skills.</p>	<p>Data from NI School used to assess who needs phonic intervention. Phonic Intervention x 3 weekly Whole class – No Nonsense Spelling Programme</p> <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>Phonic Screening used to highlight children with gaps in phonics. Targeted Intervention used to address these gaps. Whole class – No Nonsense Spelling Programme.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>Phonic Screening used to highlight children with gaps in phonics. Targeted Intervention used to address these gaps. Whole class – No Nonsense Spelling Programme</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Phonic Screening used to highlight children with gaps in phonics. Targeted Intervention used to address these gaps. Whole class – No Nonsense Spelling Programme.</p> <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
<p>Reading Fluency Expectation and Provision</p>	<p>To begin to read Y3/Y4 exception words.*</p> <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>
<p>Comprehension Expectation and Provision</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.</p>



Newport CE Junior School: Curriculum Provision Planner for Reading

	Year 3	Year 4	Year 5	Year 6
Inference and Prediction Expectation and Provision	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance Expectation and Provision	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction Expectation and Provision	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Approach to Developing a Love of Reading	A love of reading modelled by staff Opportunities to read and talk about their reading. Weekly visit to school library Book Week Class Book/ Guided Reading Book Reading in other subjects e.g. The Romans	A love of reading modelled by staff Opportunities to read and talk about their reading. Weekly visit to school library Book Week Class Book/ Guided Reading Book Reading in other subjects e.g. Climate zones	A love of reading modelled by staff Opportunities to read and talk about their reading. Weekly visit to school library Book Week Class Book/ Guided Reading Book Reading in other subjects e.g. The Egyptians	A love of reading modelled by staff Opportunities to read and talk about their reading. Weekly visit to school library Book Week Class Book/ Guided Reading Book Reading in other subjects e.g. Mountains
Set Texts	Stone Age Boy Blast to the Past by Fiction Express	The BFG – Roald Dahl How to train your Dragon- Cressida Cowell	The Cat Mummy- Jaqueline Wilson The Tale of Tutankhamun's Treasure- Fiction Express	Clockwork- How the Olympics came to be. Diary of Henry VIII's Executioner
Pitched Book Resources	Book Box Colour- Brown Phonic Books – Oxford Reading Tree	Book Box Colour- Grey	Book Box Colour- Dark Blue	Book Box Colour- Burgundy
Available Intervention				