

Mary Tavy and Brentor Primary School

Curriculum Statement



Intent

A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally, socially and culturally.

'**Enjoy**' is personified in many ways when describing the intent of the curriculum at Mary Tavy and Brentor Primary School.

We aim to provide a broad and balanced education that empowers and challenges children. It defines what children will learn at each stage of their education, preparing them for future **success**, hungry to learn more with an aspiration to achieve at the highest level across all aspects of their life. We have shaped our curriculum to be purposeful, engaging and with clear intentions. The ambitious intent of the curriculum ensures that all children have an entitlement to a high-quality inclusive education, which is underpinned by the teaching of essential skills, knowledge, concepts and values, which are embedded and developed over time. This is based on the requirements of the National Curriculum.

Writing

Intent

We believe that writing is strengthened by instilling a love of reading. Reading a range of genres and text types helps pupils to acquire the structures of language, so that they can be stored inside their memories and manipulated down the line in their own writing. The more exposure a child has to high quality texts, the more experiences they have to draw upon when writing independently. Our reading curriculum not only provides pupils with a diverse range of themes within texts, it also provides challenge in syntax to ensure children are exposed to high quality writing models. We intend for pupils to leave our school as proficient writers who understand the importance of accuracy and intent in their writing composition. All children experience a sensible balance of fiction, non-fiction and a wide range of poetry. Consideration is given to a spread of text models that provide opportunities for children to experience writing in different levels of formalities, for different audiences and in less familiar registers. Genres are revisited through the year to enable consolidation, extension and revision.

Implementation

To ensure our children are exposed to a wide range of quality texts, we use a range of sources and strategies to resource our writing curriculum including teaching sequences from CLPE, No Nonsense literacy and Jane Considine's 'The Write Stuff'. Planning is governed by the need to for a sensible balance of fiction, non-fiction and poetry combined with the recognised need to increase language requirements, structural challenge, and conceptual sophistication through the year to ensure progress. Our writing progression document enables teachers to plan for full coverage of the National Curriculum with opportunities to target specific areas at a class, year, group and individual level. Although there is a structured range of genre planned across the year, gaps are left for consolidation, extension and revision.

Each sequence begins with an elicitation task. Prior to the task, there is a brief revision of the genre and success criteria. Elicitation tasks inform subsequent planning and expected outcomes.

Through sequences, children are able to gather ideas, see high-quality writing demonstrated by teachers and independently produce their own writing through various writing lenses. Each unit of writing slowly builds to an independent write where children showcase the skills they have learnt within guided sessions.

Pupils are given the opportunity to edit and improve their writing after the initial draft using editing stations by the time they reach class 3, and may publish writing if this seems appropriate to the task.

Our writing genre progression grid highlights the text types children are taught within each year group and how skills progress throughout each phase. We create links between reading and writing: children store words, phrases and sentence structures they gather from high quality texts. Teachers often use excerpts from authors within writing lessons to demonstrate effective use of language, sentence structure and authorial intent. Grammar is an integral part of the teaching process and integrated into lessons. Grammar, punctuation and sentence structure are also taught as stand -alone lessons and is usually linked to the text studied.

Spelling

Staff recognise the need to instil effective spelling habits at the earliest possible stage. The school believes that spelling should be taught explicitly and is planning a comprehensive CPD programme and currently uses the no-nonsense spelling. Children should be taught to edit and self-check their work. There should be a non-negotiable approach to key words. The school employs spelling tests on a weekly basis. There is a clear understanding that they are only effective when children apply their spelling knowledge to their writing in a consistent manner.

Writing Across the Curriculum

Children are given frequent opportunities to write in a range of contexts for a variety of purposes and audiences across the curriculum. Text types are outlined in long term plans alongside key skills to ensure a breadth of coverage.

Handwriting

We believe it is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as children are ready, they are taught the correct posture for writing and the correct grip to hold their pencil in order to develop a legible handwriting style.

The school follows the Nelson handwriting programme which enables them to print letters in the correct formation. Children then follow a continuous cursive programme which develops a fluent handwriting style throughout KS2. It is expected that all members of staff model the school handwriting style. By the end of KS2, all children should be display an efficient, neat and legible handwriting style.

Assessment

Assessment in writing is on-going throughout the year. Teachers use writing assessment criteria to assess children's independent writing and inform next steps in children's writing. Children are given many opportunities to use a range of skills and write for a range of intended audiences and purposes. An overall judgement at the end of the academic year is made by assessing a sample of a child's independent writing. These judgements are moderated both internally and externally: year group moderation, cross-year group moderation, external cluster moderations and LA moderators (R, Y2, Y6),

Impact

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.