

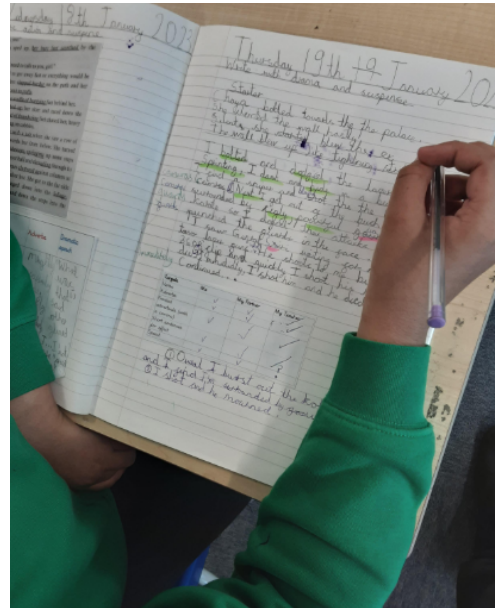


# Writing at St John's

## Intent

At Watford St John's CE Primary School, we believe that children can enjoy and succeed in writing if they are exposed to and respond to high-quality texts reflecting our Christian values and diverse context. We understand that reading is 'breathing in' and writing is 'breathing out' and we use a book-based curriculum with the Literacy Tree to make that link explicit. We believe that successful writers are resilient editors, critical thinkers and imaginative creators.

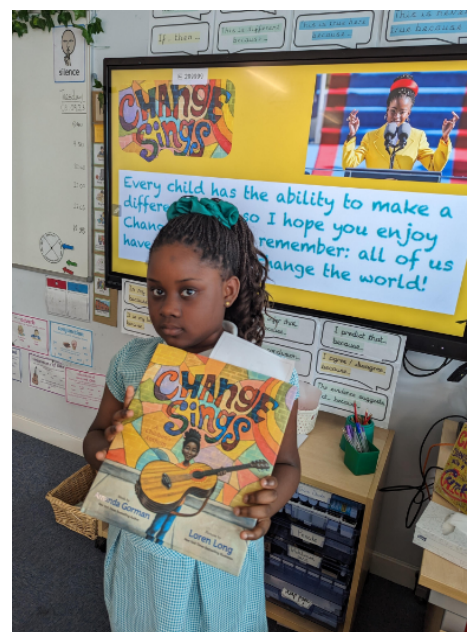
By the end of Key Stage Two we want children who are ambitious writers, responding to challenging themes. Outcomes demonstrate an enthusiasm and purpose for writing, presented appropriately to a high standard. We teach children to be equipped in the technical skills of spelling and grammar while harnessing a broad and exciting vocabulary. Children will leave St John's with a love for writing in all its forms; seeing themselves as authors of their own lives.



## Implementation

### *Reading is breathing in, writing is out*

We use The Literacy Tree in order for children to be exposed to the highest models of literacy, engaging children with books by award-winning authors that entertain, challenge and motivate them to be better writers. We understand that by children 'breathing in' high-quality, diverse texts we can 'magpie' and 'breathe out' the tools and skills that ensure children are equipped to be more successful writers. Sequences of books and writing outcomes are mapped out to our monthly school Christian values with connections made to other previous books, other curriculum learning and cultural capital. Writing outcomes reflect responses to these books across genre types (alternative stories, poetry, persuasive



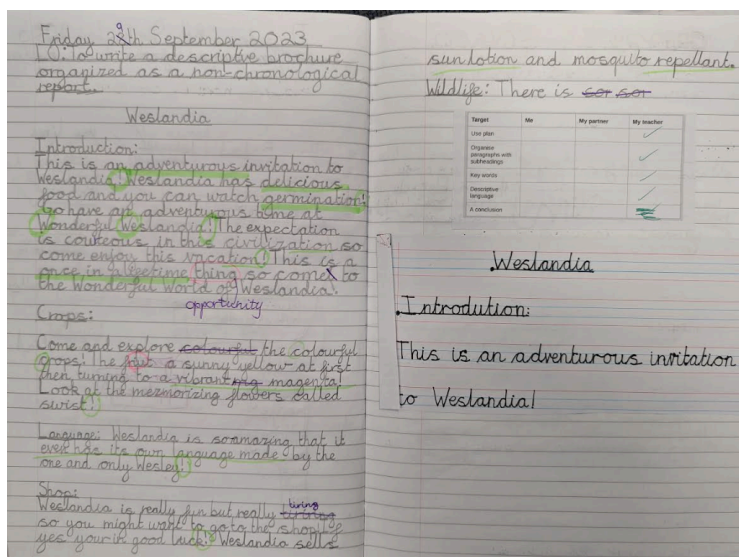
writing etc) and through opportunities for drama and role-play. Sequences also sometimes involve challenging stereotypes, as specified by our vision and ethos. On occasion, we implement the use of whole-school based writing sequences around one book, to encourage connections and a shared experience around reading and writing.

### Composition and Grammar

Through the Literacy Tree sequences children are taught how to plan and compose a variety of text-types in response to the context of the book. Grammatical skills are embedded in these lessons and continually returned to, with children expected to self and peer assess their skills against agreed success criteria and year group targets for writing. Children are expected to proofread

Year 3 English Curriculum Map 2023-24

Unit	Topic	Key Texts	Key Skills	Key Vocabulary	Key Grammar	Key Punctuation	Key Spelling	Key Handwriting	Key Cross-curricular
1	Weslandia	Weslandia	Writing a descriptive brochure	Weslandia, sun lotion, mosquito repellent, wildlife, crops, language, shops	Adjectives, Nouns, Verbs, Prepositions, Conjunctions, Punctuation (Full stop, Comma, Exclamation mark, Question mark)	Capital letters, Punctuation (Full stop, Comma, Exclamation mark, Question mark)	Weslandia, sun lotion, mosquito repellent, wildlife, crops, language, shops	Handwriting practice	Weslandia
2	Weslandia	Weslandia	Writing a descriptive brochure	Weslandia, sun lotion, mosquito repellent, wildlife, crops, language, shops	Adjectives, Nouns, Verbs, Prepositions, Conjunctions, Punctuation (Full stop, Comma, Exclamation mark, Question mark)	Capital letters, Punctuation (Full stop, Comma, Exclamation mark, Question mark)	Weslandia, sun lotion, mosquito repellent, wildlife, crops, language, shops	Handwriting practice	Weslandia
3	Weslandia	Weslandia	Writing a descriptive brochure	Weslandia, sun lotion, mosquito repellent, wildlife, crops, language, shops	Adjectives, Nouns, Verbs, Prepositions, Conjunctions, Punctuation (Full stop, Comma, Exclamation mark, Question mark)	Capital letters, Punctuation (Full stop, Comma, Exclamation mark, Question mark)	Weslandia, sun lotion, mosquito repellent, wildlife, crops, language, shops	Handwriting practice	Weslandia



their writing with purple pens and to edit to correct grammatical errors, rewriting or 'publishing' when necessary. On occasion, grammar will be taught discretely, particularly in Year 6 as they prepare for their SATs. However, as a school, we understand that grammar is best taught when it is practised as a skill to embed through regular extended writing opportunities.

### Spelling

Teachers use Herts for Learning's 'Essential Spellings' to explicitly teach spelling each week based on the National Curriculum requirements with a spelling rule (e.g. suffixes, prefixes, common exception rules) taught each week, sometimes linked to handwriting. Some elements of spelling are taught through the Literacy Tree sequences and its Spelling Seeds. From Year 3, ten spelling words are sent home a week to practise (5 from the weekly spelling rule and 5 from the year group statutory spelling list). Children are also encouraged to check and edit their spellings in writing lessons using a variety of strategies, including using their phonetic knowledge (from Monster Phonics) first before using dictionaries or word mats.



### Handwriting

Handwriting is taught weekly and is also embedded into writing practice to develop legibility and speed. Pre-cursive handwriting is taught from Reception and children progress to cursive script in Key Stage 2. Teachers model this handwriting during lessons and the cursive script is visible to children in displays around the school.

Children have opportunities to rewrite and 'publish' their writing using handwriting grid lines and handwriting pens, when deemed appropriate, and other formats to take pride in their outcomes. Some children are given further opportunities to improve their handwriting using 'Write from the Start'.

### ***Interventions***

Children are formatively assessed and targeted for their writing needs across key stages. Where necessary, children are grouped into interventions for pre-teaching of English skills or for extra opportunities to edit or write based on their own interests and pleasure.

### ***Writing for Pleasure and Purpose***

At St John's we recognise that writing happens beyond the requirements of the curriculum. We encourage children to write in other contexts for pleasure and purpose. This includes submitting children's creative writing to competitions offered by the likes of Young Writers'



and BBC 500 words. In EYFS and Year 1, it may be reflected in children's 'playing to learn' activities or through the use of 'helicopter stories' and other forms of role-play.

### **Impact**

Impact in writing is measured through regular formative assessment opportunities that inform summative assessments. Pupil conferencing is key in the classroom to monitor the successful progression of skills in extended writing pieces, with teachers and teaching assistants using green and pink highlighters and success criteria to give 'in the moment' effective feedback to pupils. We understand writing is a constant process of drafting, editing and rewriting. Teacher judgement against assessment grids as well as regular moderation highlights progress while targeting children who need specific interventions and further support. Regular learning walks, book looks and pupil progress meetings also establish the impact of the teaching and learning of writing across the curriculum.

Impact in writing is also judged by the quality of written outcomes that are displayed around the school or published in the school newsletter. Children will feel pride at seeing their writing published in a myriad of forms for purpose, and through pupil voice and engagement with families, children will be informally noted as enjoying writing; allowing their imagination, creativity and critical thinking skills to flourish and grow.

