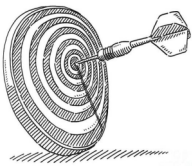


At Scartho Junior Academy, writing is taught in order for all of our pupils to be able to communicate their ideas and emotions with others. Our curriculum enables our pupils to become confident and creative writers who write clearly, accurately, coherently, and creatively, adapting their language and style for a range of meaningful contexts, purposes and audiences. Our pupils are taught to apply their writing skills across curriculum subjects and themes which have been carefully developed around quality, challenging texts and multimodality.



Intent—We aim to...

Provide exciting writing opportunities and experiences that engage all pupils.

Guide and nurture each individual on their own personal journeys to becoming successful writers.

Challenge all children to acquire a wide vocabulary and use this in their writing and everyday life

Support all children to have a solid understanding of grammar and apply it effectively to their writing

Encourage all pupils to take pride in the presentation of their writing,

write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.



Implementation—How do we achieve our aims?

Composition

Through a progression across all year groups, children will be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. All children will draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. By the end of Key Stage 2, they will be able to organise paragraphs around a theme.

Narrative writing—through the use of quality and/or multimodal texts, children will be taught to create settings, characters and plot. This will culminate in five paragraph stories in Upper Key Stage 2.

Non-narrative writing—using their background knowledge from their reading and REAL project work and by using simple organisational devices [for example, headings and sub-headings] and by evaluating and editing their work, all children will produce different genres of writing each year.



Vocabulary

This is a key component that is taught in both English and across other curriculum areas to enhance and improve children's writing. It is taught explicitly as part of the writing process through the use of WAGOLLs and reading as a writer in Reading lessons. Children will then select and utilise taught vocabulary independently. Pupils are taught to understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

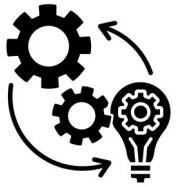
Grammar and Punctuation

Children are taught to construct sentences which are grammatically correct. This is done through the writing process when children learn a wide range of sentence patterns including varied sentence openers. As part of their growing understanding of grammar, the children are taught to use accurate and increasingly higher level punctuation including punctuation to create specific effect, use and understand the grammatical terminology as outlined in NC English Appendix 2.



English writing

At Scartho Junior Academy, our vision is that all children have exposure to the arts: the highest form of human creativity and a vital part of our curriculum. Children should have the opportunity to think creatively, critically and see themselves as an artist, using a variety of media. Over time, children will be able to invent and create their own works of art and, through an exposure to chronology, we hope that children know how history is shaped by art and design, contributing to the culture, creativity and wealth of our community.



Implementation (continued) - How do we achieve our aims?

Handwriting

Handwriting and presentation builds on what has been taught at our feeder school. We endeavour to teach children to write legibly, fluently and with increasing speed. Teachers are expected to role model a legible and fluent handwriting style when marking children's work, writing on the board and on displays around the school.



Transcription (Spelling)

Spelling is taught explicitly and forms part of English lessons and home learning. In lower key stage 2, children are taught to use a dictionary to check the meaning and spelling of a word. Thesauruses are utilised to strengthen both spelling and vocabulary in upper key stage 2. Spelling is taught cumulatively and systematically, with deliberate, focused practice. Constant revision and practice are key to children's success.



✓ Impact—How will we know we have achieved our aims?

Children will have a love for writing and will write for enjoyment

Children will make good progress from their individual starting points

Children will be able to produce written work of a high standard in other curriculum areas

Children will be confident to write for a range of audiences and purposes

Children will have the writing skills to be socially and emotionally equipped to enter KS3.

Children have the opportunity to share their writing and the writing process with their peers and beyond their classroom