

Altmore & Lathom Schools Federation

KS1 Writing Curriculum Intent/Policy

Subject Lead: Sabina Parvin



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

Intent What will take place before teaching in the classroom? What are we trying to achieve?	Implementation What will this look like in the classroom? How do we deliver our curriculum?	Impact How will this be measured? What difference is our curriculum making?
The school's senior leadership team will: <ul style="list-style-type: none"> • Ensure that our school values are at the heart of the curriculum design • Ensure that I have appropriate time to develop, monitor and support staff in my subject • Provide an adequate budget to ensure that standards can continually be raised. • Support opportunities for my own professional development • Ensure that the requirements of the National Curriculum for Maths aims are met. 	The teacher sequence will: <ul style="list-style-type: none"> • Be practical and creative • Provide opportunities to learn outside of the classroom • Offer opportunities for educational visits. • Be collaborative and well resourced • Enable children to evaluate their learning and compare their learning with others • Include cross curricular links • Have carefully designed learning objectives and success criteria's which are skills based and raise expectation and challenge children. • Provide opportunities for children to develop their use of topic language • Include activities which encourage children to talk about their learning • Allow children the opportunity to evaluate their learning and compare their learning with others • Use appropriately challenging selections of texts, both non-fiction and fiction./ 	Pupil Voice will show: <ul style="list-style-type: none"> • A developed understanding of key methods and skills as writers at an age appropriate level • A developed ability to use phonic knowledge at their stage of development to decode and blend for spelling. • A secure understanding of key techniques and methods for each area of the curriculum • A progression of understanding appropriate vocabulary which supports and extends learning • Confidence to discuss their own work and identify their strengths and areas for development.
As a subject leader I will: <ul style="list-style-type: none"> • Understand and demonstrate knowledge of the English curriculum and support other members of teaching staff • Ensure an appropriate progression of knowledge and vocabulary is in place which builds on prior learning and supports children in knowing more and remembering more • Encourage teachers to support those writers who 	The classroom will: <ul style="list-style-type: none"> • Provide a safe and stimulating atmosphere where children want to learn more • Appropriate quality equipment for each area of the curriculum • Have table tops displays with subject specific books/interactive questions for children to answer • Be organised so that children can work in small 	Displays and books will show: <ul style="list-style-type: none"> • Where applicable, displays are 3D and interactive • Celebrations of children's work, including actual pieces of published written work and carefully chosen vocabulary to support spoken language • A clear learning journey which demonstrates progression of knowledge and skills, and that over time, all areas of the English curriculum is

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<ul style="list-style-type: none"> have been identified as needing additional support and extend those more competent ones Ensure the high quality of displays around the school and involve the school in 'celebrations' of Writing, such as awarding 'Super Writers'. Continue to be involved with the E6 Partnership and keep up to date on current developments in writing education and disseminate information to colleagues Create long term planning which ensures appropriate coverage of knowledge, skills and vocabulary, identifying what we want children to know by the time they leave our school Consider how my subject supports PSHE & British values 	<ul style="list-style-type: none"> groups or whole class as appropriate to support children in their development of their skills Have appropriate key words displayed to support children's spoken language. 	<p>covered.</p> <ul style="list-style-type: none"> Differentiated work for all children to be able to access the learning That planned activities are pitched at the right level That children, over time, evidence they have embedded and subsequently built on early phonic skills in order to continue to develop as a writer. Lessons are collaborative and well resourced Children are able to evaluate their learning and compare their learning with others Cross curricular links
<p>The class teacher will, with support from myself:</p>	<p>The children will be :</p>	<p>As the subject leader I will:</p>
<ul style="list-style-type: none"> Plan and resource specific learning for their class, thinking about the end point and the needs of the children in their class Deliver learning that is interactive, exciting and engaging Seek support/advise for any particular subject knowledge and skills gaps prior to teaching the unit Provide our children with a variety of writing opportunities, which is both challenging and enjoyable Ensure that resources are appropriate , of high enough quality, to ensure all children have the right tools and materials to access their learning 	<ul style="list-style-type: none"> Engaged because they are challenged by the curriculum. Resilient learners who overcome barriers and understand their own strengths and areas for development Able to critique their own work as writers because they know how to be successful Safe and happy to explore in English lessons because they have opportunities to explore their own creative development Develop writing skills and confidence over time because of careful planning, focussed delivery and time to practise skills Independent learners who work co-operatively with others 	<ul style="list-style-type: none"> Celebrate the successes of children through planned school displays Collate evidence over time which evidences that children know more and remember more Monitor that standards in my subject to ensure the outcomes are at the expected standards Monitor children's progress through the analysis of whole school data When applicable, provide CPD support to ensure that the impact of my subject covers a breadth and depth of learning Consider how well our children are prepared for the next stage of their education Ensure all children, including disadvantaged and SEN, have made progress Report to Governors about the above mentioned items