

God shines within our hearts.
Jesus walks by our side.
The Holy Spirit gives us strength.

Trust Vision
Growing in faith, serving with love.
Transforming our world; together in Christ.



Writing Curriculum at St. Mary's Catholic Academy.

It is our intent, at St. Marys CVA New Mills, to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

Our aim is to ensure that;

- Every child becomes a reader, a writer and confident speaker by the time they leave St. Mary's CVA New Mills.
- To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.

Writing Curriculum Intentions:

Our intention is for pupils to learn to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies. We intend that pupils will be taught to control their speaking and writing consciously and to use correct Standard English.

When writing, we intend for pupils to be able to plan, revise and evaluate their work. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible handwriting.

In Spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. The children will draw on their phonetical understanding to further understand the rules of spelling within the English language.

St Mary's uses the No Nonsense Spelling programme from Year 2 to Year 6.

Year 1 children will be following spelling patterns related to our Systematic Synthetic Phonics Program (Pearson Phonics Bug).

It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our book-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of genres, planning, drafting and re-drafting their writing.



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We encourage children to write 'hot tasks', and independent piece of writing that is then revisited and self-edited to ensure they are given opportunity to edit and improve their own writing. Pupils will develop their knowledge of genre features, audience, language and effective composition.

It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

Implementation.

We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers have planned a bespoke, progressive and unique curriculum which draws on key elements of best practice from an array of English resources, including Talk 4 Writing, Literacy Shed +, Literacy Tree and other schemes, as well as wider research and reading into best practice offered from the EEF and FFT foundations. The curriculum is linked to our wider curriculum (cross-curricular) where possible, but focusing on ensuring high quality English curriculum coverage and rich text exposure. This results in a curriculum offering that is both inspiring and motivating to our children.

Our collapsed curriculum days extend to English writing (and reading) ensuring that the children experience immersive and engaging writing opportunities.

Our English curriculum is derived around a sequence of high-quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Pupils with SEN or those children we identify as struggling writers, we adopt an array of support within the classroom, from quality first teaching that scaffolds small steps to success, adaptations of work (inc use of word banks and mapping activities) along with dictation/transcription support using i-pads/chrome books. Our aim is to ensure that every child, no matter their ability, is able to evidence, build and develop their writing ability, not only in English but across our entire curriculum.

At St. Mary's CVA New Mills, we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. Children are then supported in how to apply the grammatical content taught in identifying features of a high-quality modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience.

Language Acquisition & Vocabulary Development.

We endeavour to ensure we provide our pupils with a 'language rich' environment; we do this by



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using Pie Corbett's 'Spine texts' to supplement our English curriculum, which ensures we have a wide range of books displayed around our school, to correlate with our wider curriculum. We work closely with a range of book fairs in raising the profile of reading and continue to run our own pupil led 'Book Swap' to ensure we share the importance of reading with our parents, carers and wider community. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language through the use of our knowledge mats and working walls across all curriculum areas.

To continue to develop the language acquisition of children, and promote their ability to write as story tellers, we also ensure that every class is read aloud to regularly by the class teacher.

St Mary's have also taken part in the national scheme of NELI which seeks to develop language acquisition within the Early Years and use 'Talk Boost' across Key Stage 1 and 2.

Curriculum Impact:

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group.

Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Reception.

We intend that the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

We believe that through the curriculum we have developed for the pupils of St. Mary's CVA New Mills, pupils foster a love for reading that develops their ability to be able to produce high quality sustained pieces of written work.



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