

## Writing Curriculum Statement

### Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

More specifically, this means we aim to:



### Intent

- To engage all writers (with a particular focus on reluctant writers).
- For children to write with confidence, fluency and understanding, orchestrating a range of independent strategies (gathering resources that support their writing e.g. the keys, word mats, opener prompts, alphabet strips and phonics mats) to self-monitor, edit and correct.
- To plan, assess and deliver the Pathways to Write units, adapting them to meet the needs of all learners.
- To give children the opportunity to explore words and their meanings, developing a growing vocabulary in spoken and written forms.
- To understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.

- To develop the powers of imagination, inventiveness and critical awareness
- For writing to be woven throughout and across the creative curriculum.

### **Implementation**

As a school, we have recently adopted a programme of study that allows our children to become creative and independent writers. Prior to this, the Talk for Writing scheme was used to enable the children to verbally retell and construct different genres. However, our children were ready for the next step in their writing journey and with this, we introduced the Pathways to Write programme. We truly believe that this engages all writers, enables them to develop confidence, as well as fluency of the necessary skills due to the mastery approach. This then embeds their understanding of the genre allowing them to apply these skills across the curriculum and promote independence.

This scheme provides a specific approach to writing, as outlined below:

#### **Gateway write:**

- The children are presented with a hook that links to the text for the unit, which inspires and engages all learners.
- Next, the children produce a piece of independent writing (which is linked to the hook) and the previously taught skills are assessed. This allows for any gaps in learning to be identified and addressed, as they are marked against the gateway keys.

#### **Pathway:**

- This is approximately ten sessions where combinations of the gateway and mastery keys are focussed upon. This builds on the children's prior learning to enable them to become confident writers and to truly master the writing skills required.
- A variety of writing opportunities are available, which address previously taught genres, allowing the children to hone in on the skills taught.

#### **Write Away:**

- This follows the structure of plan, write, edit and publish (which occurs a minimum of three times a year) over a five-day period.
- On completion, the piece is assessed based upon the gateway, mastery and feature keys.
- These are then highlighted on O track to support teacher judgements.

### **Impact**

- There will be clear progression regarding the genres covered and the text types used.
- A structured and consistent approach to the learning spaces, the teaching and delivery of the scheme, the assessment format and the access to the gateway and mastery keys will aid progression.

- The attainment of reluctant writers will increase, along with other key groups (pupil premium and SEND) in the hope that the whole school attainment will also increase.
- To raise the profile of writing across the whole school through the use of the scheme and creative writing weeks.