



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we help each other to become the person whom God has created us to be.

LOVED, LISTENED TO, CHALLENGED, INSPIRED

Writing Subject Story



Intent - *Why do we teach this? Why do we teach it in the way that we do?*

At St Richard Reynolds Catholic Primary School, we believe that the ability to write with confidence and accuracy is an essential life skill. Our thematic approach to teaching and learning provides a range of writing opportunities, as we believe that in order for children to see themselves as successful writers they need to be involved in writing for a real purpose and for different audiences.

We are dedicated to delivering an exciting and innovative curriculum which enables and empowers children to become articulate speakers, avid readers and inspired writers. English is not just a daily discrete lesson but is at the heart of the entire curriculum and through the use of high-quality texts and immersion in vocabulary-rich learning environments, children are encouraged to become purposeful speakers and listeners, excellent readers and creative writers.

Our curriculum provides children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. Any child with identified special educational needs and/or disabilities (SEND) or who is in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum, depending on their needs.



Curriculum Implementation - *What do we teach? What does this look like?*

We believe that, in order to *write* to a high standard, children need to *read* to a high standard and our school provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage (EYFS) Curriculum is followed to ensure continuity and progression from entry in our Reception Class, through to the National Curriculum in Key Stage One and Two (KS1/KS2).

In Reception, writing is taught using a 'Talk 4 Writing' scheme which uses spoken activities to develop writing skills. Quality writing is created by first expanding and developing students' oral language skills and then teaching the necessary steps for exceptional sentence and text construction. The learning environment promotes writing through a range of resources which enable our pupils to practise writing for different purposes and audiences. Children also participate in daily phonics sessions following our phonics programme: Read Write Inc. (RWI).



In English lessons across both Key Stages, teachers plan a sequence of lessons over two or three weeks that explore quality texts and give pupils the opportunity to practise writing and reading skills through the use of co-operative learning structures. At St Richard Reynolds Catholic Primary we have adopted the 'Treasure House' model as the foundation to our English teaching. The Treasure House model encourages children to engage with a wide range of stories, poetry and non-fiction, to apply their literacy skills and develop their vocabulary and knowledge alongside their love of reading. This approach incorporates the four core dimensions of the National Curriculum for English.

- Comprehension
- Composition
- Vocabulary, grammar and punctuation and,
- Spelling

Across these dimensions, it also provides thorough coverage of the underpinning principles and practices of literacy, from oral and word reading through to editing and proofreading.

Comprehension - The National Curriculum states: "Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction". The teaching of comprehension at St Richard Reynolds Catholic Primary is built on questions that will stimulate a child's ability to think more deeply, and enable dialogue necessary for them to explore meaning in both broader contexts and closer detail. High-quality questioning, as well as space for children to test their ideas about a text through discussion, is key to our children progressing in their comprehension skills. The teaching sequences we use focus on developing these skills, and also identify appropriate points for drama, storytelling and oracy activities that will further develop a child's grasp of the main and underlying ideas within and between texts.

Composition - As the National Curriculum states: "Composition is the generation, articulation and organisation of ideas in ways that are appropriate to different purposes and audiences". Some children appear to be natural writers, but others may struggle with ideas, organisation and/or the concept of an intended reader. At St Richard Reynolds Catholic Primary we believe that all children have the potential to become effective writers. Imitation, even when unconsciously applied, is at the heart of learning to compose: children who can write stories also *know* stories. Children are helped towards better writing

through teachers modelling how to generate and organise ideas appropriately across a wide range of genres, for different purposes and audiences, as well as how to then transfer them successfully from plan to page.

Vocabulary, grammar and punctuation - The National Curriculum emphasises the use of Standard English, and growing mastery of grammar and punctuation in context. It also encourages the use of correct terminology for grammar and punctuation, enabling children and teachers to share a common language with which to talk about their reading and writing. At St Richard Reynolds Catholic Primary we ensure the *application* of grammar, rather than teach rote grammatical exercises. National Curriculum objectives for vocabulary, grammar and punctuation are woven into composition activities throughout our teaching sequences. In this way, our children are able to implement their new knowledge immediately, and to see and discuss the effects of their writing.

Spelling - Spelling is a priority in the National Curriculum and is a skill that many children find difficult. At St Richard Reynolds Catholic Primary spelling is taught frequently, to all year groups. We use the National Curriculum programme of study and its associated spelling appendix (which focuses on phonics, spelling patterns, and the use of prefixes and suffixes). Our teaching of spelling is embedded in our English lessons through the discrete teaching of each sequence and complements our phonic Read Write Inc sessions. We also teach regular focused spelling lessons throughout the week.

The differentiation within this dimension of our teaching and learning focuses upon application: for example, testing the role of different root words and ensuring correct application in different writing contexts. Where children require additional work on specific skills, we seek to provide additional independent consolidation.

All Pupils are provided with opportunities to apply and practise their writing skills in other subjects including Science, History and Religious Studies, and we aspire for all pupils at St Richard Reynolds to not only achieve the age appropriate standard at the end of KS2, but to exceed them.

We strive for every child to be able to:

- write with confidence, clarity and imagination
- understand and apply their knowledge of phonics, grammar and spelling accurately
- understand how to write for a range of purposes and audience, in a range of genres (including fiction, nonfiction and poetry), using the appropriate style, structure and features
- plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria
- develop a technical vocabulary through which to understand and discuss their writing
- develop their imagination, creativity, expressive language and critical awareness

Impact - *What will this look like? What will they be able to do as a result of our teaching?*

Assessments for learning strategies are used on a daily basis. These allow a picture to be built up of the pupils' progress and any areas of strength or weakness can then be addressed in teachers' planning.

Formal assessment of learning is completed termly. Children complete independent writing pieces within a unit of work, which are assessed against our writing punctuation ladders and assessment folder criteria. Teachers will have at least twelve pieces of work through the academic year upon which to base their assessment. Analysis of the data impacts upon teachers planning, so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that

judgements are accurate and applied uniformly. Children's work is regularly assessed and monitored by subject leaders and SLT and pupils who are not on track are identified for intervention/target teaching.

At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

The impact we aspire to for our children is clear: progress, sustained learning and transferable skills. With the implementation of the writing journey being well established and taught thoroughly in both Key Stages, children are becoming more confident writers and by the time they are in upper KS2, most genres of writing are familiar to them so that writing lessons can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Children leave St Richard Reynolds with an extensively improved vocabulary, a passion for writing and high aspirations to continue to grow and develop throughout their education.

Curriculum Outcomes

KS1 SATS (%)											
% Achieving Expected Standard and Greater Depth	2018			2019			2020 Teacher Assessment		2021 Teacher Assessment		2022
	St Richard Reynolds	Richmond	National	St Richard Reynolds	Richmond	National	St Richard Reynolds	National (Taken from FFT)	St Richard Reynolds	National (Taken from FFT)	
English Writing EXS+	73%	77%	70%	93%	76%	69%	93%	66%	93%	59%	93%
English Writing GDS	17%	24%	16%	33%	23%	15%	33%	13%	23%	10%	27%

KS2 SATS (Teacher Assessment) Results 2021					
% Achieving Expected Standard and Greater Depth	2020		2021		2022
	St Richard Reynolds Teacher Assessment 2020	National 2020 (Taken from FFT)	St Richard Reynolds Teacher Assessment 2021	National 2021 (Taken from FFT)	
English Writing EXS+	69%	76%	93%	71%	87%
English Writing GDS	21%	20%	17%	17%	27%

Results for Richmond were not published for 2020 or 2021 due to cancellation of the Statutory Assessments for KS1 and KS2

If you were to walk into writing lessons at St Richard Reynolds, you would see:

- Working walls to support learning.
- Carefully sequenced and scaffolded teaching to support all learners.
- Teacher modelling of writing through shared or guided groups.
- A range of speaking and listening opportunities e.g. paired discussion, debates.
- Pupils engaged in meaningful learning where progress is evident.
- Pupils writing for a purpose, linked to themes.

Pupil Voice

What do you enjoy about writing?

Key Stage 1 (Year 1): *We learn lots of new sounds that help us with our spellings.*

Key Stage 2 (Year 6): *I like the fact what we write about has a meaning and purpose; always linking to the class topic.*

What helps you to improve in writing?

EYFS: *We get to write lots of different things and use our Fred fingers to help.*

Key Stage 1 (Year 2): *Looking at lots of different examples if useful to magpie ideas.*

Key Stage 2 (Year 5): *We use our purple pens to improve and edit our writing.*

Outstanding examples of learning

Outstanding examples of writing learning outcomes at St Richard Reynolds:



Modelled writing



Whole school writing competitions



Interactive working walls

Successes in 2021-22

- Promote the love of writing through English Ambassadors leading by example and creating whole school writing opportunities, for example short story and poetry writing competitions
- Progressive genres throughout Key Stages
- Implementation of RWI Get Writing in Key Stage 1
- Rigorous RWI Spelling tracking and assessment
- Pupil progress in RWI Fresh Start interventions

Priorities for 2022-2023

- Develop a progressive handwriting scheme
- Implementation of writing knowledge organisers for each genre
- Review in genre planning formats across Key Stages
- Develop a whole school approach with DIRT / Phase 4 editing