



Context

St Alban's is an average sized Catholic Primary and Nursery School, a member of St Clare CMAT, Diocese of Hallam and works closely with the Catholic Dearne Valley Family of Schools as well as the Sheffield Catholic Schools who are part of St Clare's. Our mission as a Catholic school is to create and develop a community centred upon the teaching of Jesus Christ where all individuals are enabled to reach their full potential in all elements of their lives. Our age range is 2 to 11 with 217 on roll, 187 FTE R – Y6. St Alban's Nursery opened in September 2021, and is led by teachers and experienced qualified Early Years practitioners and has continued to grow in numbers. St Alban's serves the local parishes of St Alban's Catholic Church of Denaby and Conisbrough and Blessed English Martyrs, Mexborough all of which are in the town of Doncaster. The school is in the highest 20% of socio-economically deprived catchments in the country and is one of the 5 most deprived schools in Doncaster with a changing profile of number of Catholics attending. In recent years, there have been children with more complex needs attending and from Y4 down to our youngest learners in Nursery, 80% of children in these classes fall within the 10% most disadvantaged in the country. At St Alban's 41% children are disadvantaged and a higher than average proportion of children with SEN at 32%, most of whom have speech, language and communication (63%) and/or social, emotional and mental health (27%) needs. Children entering EYFS are doing so with increasingly significant needs and our current Reception class have 44% of children with complex SEN. Most children at St Alban's are of White British heritage, with a lower than average proportion of children with EAL at 3.23%. St Alban's has lower than national levels of stability and since January 2021 there has been a 15% increase in the number on roll (R – Y6) therefore increasing mobility factors. Prior to COVID, attendance was 97.48% but reduced significantly with 27.8% persistently absent in 21/22 academic year. During the school year 22/23, attendance improved at a significantly higher rate than the national primary rate reaching 94.03%, an increase of 2.13% on 21/22 and a reduction to less than national levels for persistent absence at 19.6%.

Aims of the Writing Curriculum at St Alban's Catholic Primary School

Through the study of English at St Alban's, we enable our pupils to discover the multi-faceted beauty of communication, understanding, and exploration of relationships with themselves, each other, and the mysterious nature of God's world; to recognise that language plays a fundamental role in the growth of our identity and self-image, leading to human flourishing which transcends limitations and barriers. Exposure to a rich variety of literature and the development of high-level literacy skills gives them the tools to participate as a global citizen.

At St Alban's we aim to ensure our children enjoy writing, are confident writers, have a deep understanding of the writing process and how to write for different audiences and purposes. Many of our children enter into school with well below average starting points as they often have had limited exposure to vocabulary and limited fine motor skills. Our approach to the writing curriculum allows children in all groups to make accelerated progress to be in line, or above, national average. Our pedagogy in this subject, encourages a thirst for writing and deepening understanding, thus accelerates progress despite the low entry points children arrive to school with in Nursery and Reception.

Intent of the Writing Curriculum

We intend for our children to be creative, expressive writers with a deep understanding of the purpose, audience and structural form of the text they are writing who can confidently discuss their love of writing with others.

We offer a diverse and progressive writing curriculum in order for our children in all groups to make accelerated progress to achieve National Expectations or above. We use high quality class texts using Tier 2 vocabulary (high frequency words that are cross curricular, e.g. predict is used in Writing and in Science) from a range of authors. These books have been chosen with our children's experiences and prior knowledge in mind and with the intent of further engaging all children within the writing process. We use books from the Pie Corbett Writing Scheme and also the Mastery curriculum that feeds into our curriculum learning and writing lessons. Our Adventures in Learning curriculum allows us to link writing to the variety of topics we study, meaning that children write scientifically, historically, geographically and many more!

Children study a breadth of skills including transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Children are taught how to plan, revise and evaluate their writing as well as an increasing range of vocabulary and grammar in line with year group national expectations.

Transition from EYFS to Y1 and Y6 to KS3

Children in EYFS study writing through a class text to inspire vocabulary and spelling patterns through the Read, Write Inc program. This gives children the opportunity to learn the phonics knowledge that they need and also begin practicing writing high frequency words and CVC (consonant/vowel/consonant) words. They begin learning how to write sounds and their graphemes as well as their own name. When transitioning into year 1, children maintain the Read Write Inc program until they have completed it (expected by the end of Y1) and follow our mastery curriculum writing process to develop the foundations of writing gained in EYFS.

In order to prepare Year 6 for the transition into KS3, secondary schools are informed of current data including National SATs results and the children go to their secondary school for a full week in which they are exposed to writing lessons. Writing activities are sent down to the Year 6 teacher in order for children to practice these in their familiar environment with the support of teachers and TA's. Our mastery curriculum with a class text focus prepares children for a deeper study of writing in the KS3 and KS4 curriculum.

Inclusion and Challenge for Vulnerable Groups

As previously stated, many of our children on the SEN register have speech, language and communication needs which impacts upon their writing skills and can also be a barrier to progress. In order to ensure accessibility and progress for these children, they continue with Read, Write Inc in Year 2 – Year 6 which supports spelling patterns and also have writing interventions with TA's. Children with SEN are given specific writing targets using the Pre Key stage standards and can work against these targets in class and in intervention. Our other vulnerable groups such as disadvantaged and persistent absentees are given similar support to our SEN pupils, if they are not already on the register, in order to help them make accelerated progress.

More-able pupils are challenged with the deepening level of our writing lessons and also challenged by the publishing element of our writing process. White Gold is an opportunity for all children to showcase their writing to the best of their ability and is a challenge that particularly the more-able enjoy. In addition to this, our progressive writing checklists allow for children to further challenge themselves. Our small percentage of EAL children perform well and they make the progress expected of them.

Implementation of the Writing Curriculum

Please see the attached 'Writing Process of St Alban's' (Appendix 1) for whole school approach to writing and the 'Writing progression at St Alban's' grid (Appendix 1.1) for whole school progression.

Our writing checklist approach to learning (Appendix 2 – Y2 example) allows children to practice skills, become more fluent in those skills and then deepen them. These are progressive from year group to year group and also within each area of writing. In addition to this, we also have SEN writing checklist that outlines small steps of progress. (Appendix 2 – Standards checklist) Our daily skills lessons that build up to a piece of writing also follow our Golden Ticket approach in line with other core subjects in school to ensure children are mastering their writing skills.

Handwriting

We teach unlooped cursive handwriting at St Alban's from FS1 to Y6. In order to develop presentation of script, we use line guides for all of our writing until children can graduate to a pen license and a lined book. The line guides decrease in size as children's script becomes more legible. Children move onto a pen license when they can use a 'blue' line guide with 100% accuracy. Children then move onto a lined book when they have graduated from a 'pink' lineguide.

Impact of our Writing Curriculum

The table below highlights the desired impact and outcomes on learners from EYFS to KS2.

EYFS - ELG	KS1 – Year 2 Expected	KS2 – Year 6 Expected
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks/exclamation marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative;

	<p>(e.g. when / if / that / because) to join clauses</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 	<p>using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <ul style="list-style-type: none"> • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) - spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed
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Desired outcomes for transition and vulnerable groups

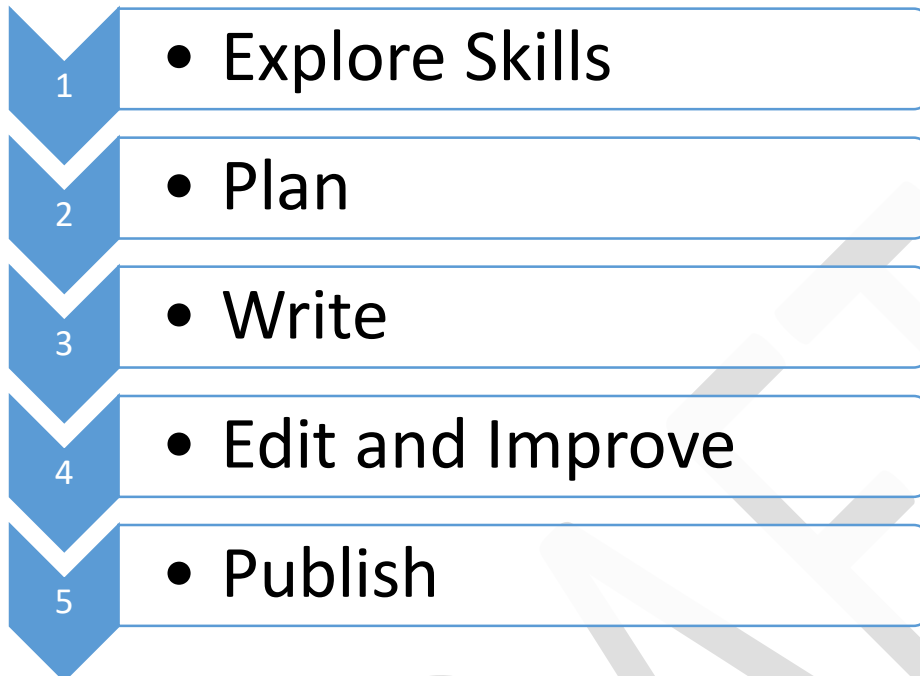
We desire for children to be wholly prepared to move onto the next phase of their writing learning and with the understanding that writing is more than just functional. We desire for vulnerable groups such as SEN, FSM, EAL and persistent absentees to make accelerated progress so that they can enter secondary school with the necessary skills to further their education and improve their quality of life as an adult. Our desired outcome for all groups is to instill a rich vocabulary and a love for writing that they will carry through to adulthood as well as to achieve national standards and increase the proportion of children achieving above national expectations.

Review Date: September 2024

Appendices

Appendix 1: List of curriculum documents and online resources used

Writing Process at St Alban's



Appendix 1.1 – Writing progression grid (attach)

Appendix 2: Planning format used with example

Add notebook pages screenshotted/golden tickets/writing checklists.

DRAFT

Appendix 3: List of resources available in school to support teaching and learning

Resource	Location
RWI program displays	Sounds charts in every RWI area
Year group class texts	In each year group class room (also available on teacher server)
Big Books to support curriculum writing	Library (list available on server)
Whole school progression map	On teacher server in English folder
Writing checklist for assessment	On teacher server in English folder
Mastery English Notebook	On teacher server in English folder
Levelled Line guides	On teacher server in English folder
Pencil grips	SEN leader (H.Petty)
Golden Tickets for lessons	On server in English folder
Dictionaries/Thesaurus	Classroom