

Parson Street Writing Overview 23-24

Intent

Parson Street Curriculum Intent

- Regardless of background, prior attainment or SEND, all children thrive.
- Children understand and embody the components of successful learning and use these to further their own success.
- Children with SEND are rapidly identified and given the support needed to make steps of progress.
- All children have access to high quality teaching of a broad, rich and challenging curriculum.
- Attainment gaps are closed between our most vulnerable children and other children within the school.
- Children are given the cultural capital needed to thrive.
- Vocabulary is prioritised at all times so that our children can purposefully and successfully communicate.
- Children are given the tools needed to succeed beyond school as life-long learners.
- Curriculum is meaningful, purposeful and relevant.

Writing-specific Intent

- Children will be able to write with purpose, clarity and passion
- Children will be able to write for a range of formalities, contexts and audiences
- Children will apply learnt strategies to support them with the accurate spelling of words
- Children will be able to use a range of grammatical devices and punctuation to express meaning clearly
- Children will be able to use consistently legible handwriting
- Children will be purposeful and creative in their vocabulary choices to help express meaning
- Children will embed the skills of drafting, composing and editing; understanding that writing is a creative process
- Children will understand the importance of effective communication and build the confidence to express their own opinions and ideas.

Implementation

Curriculum

Fiction

- Genre mapping
- Objective progression
- Skill progression
- Models of Excellence
- Vocabulary mats
- Immersion Days
- Contextualised grammar/punctuation
- Visual stimulus

Non-Fiction

- Writing as a state of being
- Woven English and curriculum objectives
- Knowledge Organisers
- Tier 2 and Tier 3 vocabulary progression
- Context specific writing

Pedagogy

- Quality First Teaching
- Inset Days/Twilights
- Joint planning with Phase/English Lead
- CPD
- Coaching
- Phase Meetings

Assessment

- Teacher assessment – marking policy – Feedback
- APW – National assessment comparison
- Trust moderations
- Termly data drops
- English Advisor for Trust works with English Lead
- English Hub – Trust
- NFER

Culture

- Oracy competitions
- Poetry competitions
- Displays
- School trips/clubs
- Immersion Days

Systems

- Joint curriculum for composite classes

Impact

Internal measuring of impact

- Teacher assessment – marking policy – Feedback
- English Advisor for Trust works with English Lead
- English Hub – Trust
- Phase meetings
- CPD
- Coaching
- Drop-ins
- English Lead drop-ins

Whole School Impact

- Curriculum review days
- APW – National assessment comparison
- Trust moderations
- Termly data drops
- NFER
- English moderations (Y6)
- Y6 outcomes
- Phonics results