Writing at Corpus Christi 2024-2025

Intent	At Corpus Christi, our vision is for all our children to become fluent, effective, enthusiastic and successful, independent writers. We believe that writing is one of the most important key skills for life, both within the classroom and beyond, and that is why it features highly across all areas of the curriculum. We provide enrichment opportunities, including World Book Day Events, Author Visits, Whole School Text Foci and Book Fairs to spark children's imagination, broaden their experiences and increase motivation and interest in the subject. Our aim is to provide children with key transferrable writing skills to build on, each year, which can be used throughout their school years and in their future lives, post education. During our writing lessons, we strive to immerse children in well-chosen high-quality texts, exploring the way the author uses language in order to develop our children as writers. As well as having a main narrative and non-narrative outcome for each unit, children are exposed to different types of writing linked to the book, to give them opportunities to write for different audiences and purposes. Each quality text is used to develop vocabulary, grammar and punctuation skills and to explore the structure of writing across different genres. The overall composition of each text is considered too. In addition, the authorial voice, including the style of the author and their tone will be studied with the impact of their (the author's) words on the reader (how have they made the reader feel?). Oracy is a crucial part of our writing curriculum in order to build vocabulary for all learners and increase understanding of texts used across the school. Discussion, with children justifying their own opinions and basing their contributions on what others before them have said, questioning (including 'Book Talk and 'Writer Talk') and the internalisation of short passages of text with actions, all increase understanding and prepare our children with the tools they need in order to be successful in their writing. Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this. We enable them to be able to express themselves through the proficient use of the written word and to understand that different styles of writing

	are needed to meet different writing challenges. Pupils will also learn about the chosen audience for different text-types and the associated purposes of the writing. We aim to ensure that each child establishes an effective style of writing, allowing them to express themselves, be read and understood by others and that allows the writer to write at speed when necessary. At Corpus Christi, our children: • can think about the impact and effect they want their writing to have on the reader and know how they will achieve this. • have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques (literary devices) to extend details or description. • display excellent transcription skills that ensure writing is well presented, punctuated and spelled correctly. • will take personal responsibility for the accuracy of their written work (overall presentation, punctuation, spelling and grammar). • plan, write, re-read, proof-read and edit their writing so that every piece they produce is to the best of their ability and better than the last • at times, publish their written work so that their intended audience can read and enjoy their finished pieces. • take pride in all their learning.
Implementation	We, as staff At Corpus Christi, strive to excite, enthuse and motivate our children in their English lessons, through the texts that we choose, the broad, balanced, varied English curriculum that has been devised and through the use of active learning strategies that we employ in our classrooms. The goal of every adult is to develop pupils' skills and knowledge by engaging the children, actively involving them in the process of learning, allowing every child to see themselves as an author! Planned around high-quality texts, each unit is a learning journey, launched with a WOW activity, where children explore the chosen text, immersing themselves in the language, structure and illustrations within. A 'Never Heard the Word Grid' will be used at the start of the unit to assess children's familiarity and understanding of key vocabulary featured in the text that they will be studying. Within this first step (Let's Explore), pupils will carry out 'Book Talk', grammar sessions to revisit previous

	learning, oral re-telling, drama and role play activities to deepen their understanding of the text. Pupils then step in to the 'Let's Prepare' phase of the journey, gaining greater understanding of the text, carrying out 'Writer Talk', language analysis, including studying authorial voice, and further grammar and other skills sessions needed to be successful to complete the writing outcomes ahead. They will also have an explicit vocabulary lesson to widen their knowledge of words and meanings from the text. During the 'Let's Prepare' step, pupils will have numerous opportunities to write for different purposes as they become more familiar with the text. Once confident with the text, having looked at comprehension (understanding the story), vocabulary, structure, language features and possibly internalising a section of the story, pupils will plan their final narrative outcome of the unit (often being an extended piece of writing). Next, follows the 'Let's Write' strand, where children talk through their ideas and orally rehearse their plans before writing their compositions. 'Let's Improve' allows them time to proof-read and edit their writing before sharing and celebrating their successes as published pieces or through performance or other methods in the final strand of 'Let's Share'. The learning journey will be a cyclical process with pupils returning to previous strands along the way, particularly when texts are longer. Once pupils have completed the approach for the final narrative outcome, they will then gain, practise and consolidate previous learning and acquire more skills and greater understanding, in preparation for the final non-narrative outcome. Shared and modelled 'live' writing will be used throughout the learning journey. Teachers must share the frustrations and successes involved in the writing process as they think aloud in front of the class or groups of children. Guided writing sessions will also be used where appropriate, either to pick up on a group's misconception related to the current learning or to challenge children, moving them further along their learning journey!

	The approach will be progressive when coupled with the appropriate learning outcomes from the DCET Framework. Teachers will all use the DCET Framework for planning and assessment purposes. For the first term of the year, each teacher will focus teaching on the non-negotiables before entry to that specific year group, shown at the top of each year group's framework document. Each teacher and adult working in the classroom will have high expectations of each child in their care with no preconceptions of what they can or cannot do. Through the year, they will teach each of the outcomes grouped in 'Composition', 'Sentence', 'Tense', 'Cohesion', 'Punctuation', 'Proof-reading and Editing', 'Handwriting' and then Greater Depth if the child is ready. The framework will also be used to ensure full coverage of the National Curriculum and will enable teachers to plan for next steps in learning for individual children.
Impact	The approach will empower teachers to provide high-quality teaching of writing through high-quality children's literature. Through picking the right literature and helping children to understand the skill of an effective and powerful professional author, teachers can support and enhance children's developing skills as a writer in a meaningful and effective way. A well-chosen text provides rich language models and structures from which children can learn how writing works and the effect it can have on a reader. Through purposeful and plentiful opportunities and reasons to write, children are able to develop authentic personal voice, style, stamina and range as a writer. They enjoy writing expressively, imaginatively and informatively for purpose – they will become authors! Through the approach, coupled with creative teaching methods that build imagination, motivation and increased enthusiasm for writing, expectation will rise and the quality of finished pieces will improve across the school community.

	Standards of writing will improve across the school and pupils will show true pride and excitement in their learning journeys and in their written outcomes, trying to be the best that they can be!