



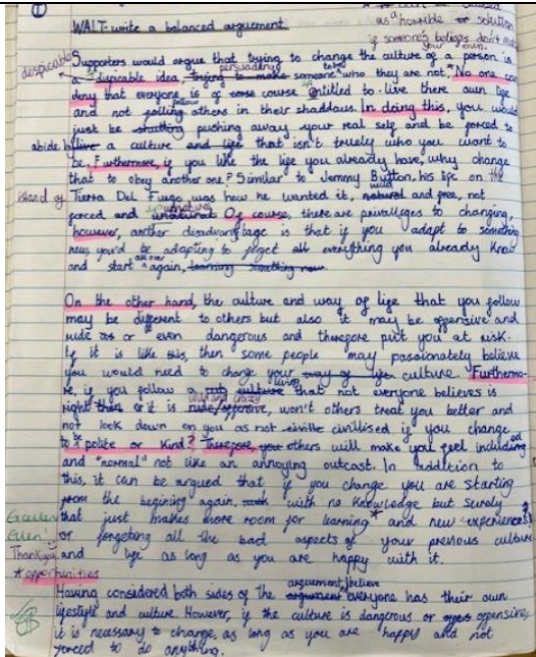
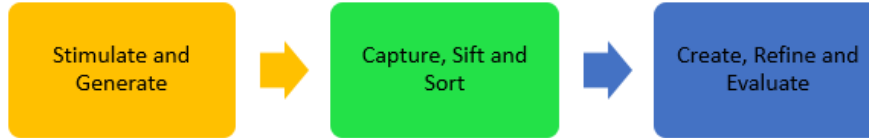
# Cove Junior School

## Curriculum Statement Writing

**“No matter what anybody tells you, words and ideas can change the world.” John Keating**

**“When children create for the world, they make it good. When they create only for their teacher, they make it good enough.” Rushton Hurley**

### English Enquiry Approach



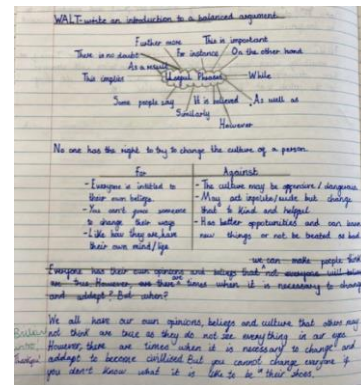
### National Curriculum Aims

The National Curriculum for writing aims to ensure that all pupils:

- Develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)
- Learn how to plan, revise and evaluate their writing.
- Can articulate and communicate ideas, organising them coherently for a reader.
- Write with clarity, awareness of the audience, purpose and context, and use an increasingly wide variety of vocabulary and grammar.
- Spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
- Develop fluent, legible and, eventually, speedy handwriting.

### Curriculum Intent for Writing

We aim to develop confident, enthusiastic writers who can express themselves clearly and creatively in a variety of different styles and across a variety of contexts. In order to achieve this, we endeavour to provide contexts that engage and enthuse pupils to write, linked to our half termly topics and inspired by real or fictionalised events occurring in our driver texts. We aim to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to use the essential skills of grammar, punctuation and spelling with confidence.

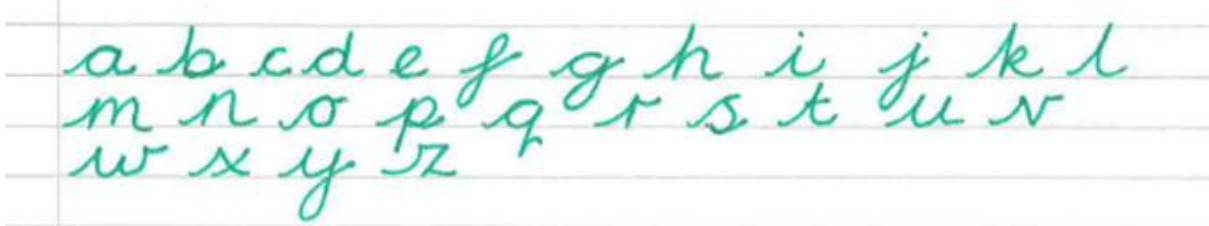


### Curriculum Implementation for Writing

Writing is an integral part of our curriculum. Our learning journeys provide our children with regular opportunities to write for a range of purposes and audiences and in a variety of forms. Writing tasks are specific and meaningful, and often meet a real purpose to engage children and to illustrate how their writing skills can be applied to real life contexts. We encourage the children to consider the audience their writing is intended for and to select their vocabulary and tone accordingly, always with the intention to make their reader 'feel' something. The children have five hourly English lessons each week.

Children are taught spelling three times a week. We combine statutory spellings with key spelling rules, including the use of prefixes and suffixes and the development of word families from their root words to ensure a well-rounded spelling curriculum. Throughout the school, we build on and develop existing phonic knowledge by using the 'Alphabetic Code' (graphemes and phoneme correspondence) to unpick which letters or combination of letters make specific sounds within words and which are the correct combination for each spelling. Children are regularly given spellings to learn at home and these are then tested in school.

We teach and model cursive writing to all pupils in order for them to master a clear, consistent, legible style used in all areas of the curriculum.



### Curriculum Impact for Writing

Writing is assessed consistently throughout the year through apprentice and applied writes which are carefully planned into learning journeys. Teachers use this to assess the areas that their children will need to be specifically taught, to ensure each pupils' needs are addressed.

Children become more confident writers as they move through the school and by the time they are in upper Key Stage 2, they are familiar with different genres of writing and can write confidently using and personalising the different literary features they have been taught.

Skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and vocabulary objectives.

