



At St Saviour's School... We are authors

To build confident writers by strengthening strong oracy skills, empowering pupils to plan, revise, and express their ideas clearly through fluent, accurate, and purposeful writing.



Intent

It is our intent at St Saviour's School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. At St Saviour's School, writing is a crucial part of our curriculum. All pupils from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across a broad and balanced curriculum. We intend for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting. With regards to spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English. We recognise that strong oracy skills are fundamental to successful writing; if pupils can speak their ideas clearly and confidently, they are better equipped to transfer those ideas into coherent, effective written communication. Therefore, developing pupils' spoken language is a key foundation for their progress as writers.

Implementation

As we believe consistency and well-taught English is the bedrock of a valuable education, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the Jersey Curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age group. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard.

EYFS

In EYFS It is the expectation that an adult focussed literacy session will be taught every week.

There will be a literacy-based carpet session available every day; this could include story sessions, shared writing or story scribing.

Daily Essential Letters and Sounds lessons take place; focussing on 'sound of the day' and follow up activity in workbooks.

Working walls are always developed and updated to support pupils with current learning on focus sounds and sight words.

In the moment feedback should be a normal part of teaching and learning, and staff encourage the use of talk partners to reflect and share learning.

Pupils should be taught how to hold a writing tool effectively to form recognisable letters.

Writing opportunities available across all areas of learning (inside and outside learning environments) Writing should be for a purpose and follow the pupils' interests.

Pupils should have opportunities to take part in story scribing sessions every half term.

There will be regular opportunities for pupils to see and discuss adults writing for specific purposes.

Staff support pupil's independent personal attempts at early writing which will often arise spontaneously from play and exploration; this could be a sound, words or simple sentences.

Oracy skills are embedded throughout EYFS, with planned opportunities to use Talk Tactics, varied groupings, and sentence stems, building vocabulary and support pupils in expressing their ideas confidently and clearly.

KS1 and KS2

It is the expectation that a writing lesson will be taught daily in every class. This could include cross curricular writing such as writing up science experiments, history research etc. In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high-quality writing from each child.

Pupils must regularly edit and improve their work using the purple pen of power. In the moment feedback should be a normal part of the lesson. This could be reflected by a pit stop.

Spellings: Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Pupils are given spellings to learn each week. Pupils are encouraged to identify incorrect spellings in their own writing and correct them. No more than 3 spellings should be corrected per piece of writing.

Grammar and punctuation knowledge and skills are taught through English lessons. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Grammar should be taught in context.

Non negotiables are non-negotiable!

Targets may be set for the pupil during Pupil Conferencing sessions and set for each writing Learning Journey, evidenced on the front sheet. Pupils should be fully aware of their target and what they need to do to achieve it. It should be reviewed after each PC session or Learning Journey.

Handwriting is timetabled each week up to Year 3 and is undertaken in the back of writing books. In Years 4, 5 and 6, two weekly Letter Join lessons take place to continue to set high standards for handwriting. Once in Year 5, all pupils should be using a handwriting pen in their writing books (Royal Blue). Some pupils are awarded a pen licence before this, and this is celebrated in our weekly Community Assembly.

All classes have a Literacy Learning wall which is updated regularly to reflect the current learning. It should display the genre being taught with examples of pupils' writing, WAGOLL's, key vocabulary and grammatical terminology as per year group expectations.

Oracy development is integral to KS1 and KS2 writing lessons, with explicit teaching of Talk Tactics, purposeful groupings, sentence stems, and vocabulary-building activities that support pupils in articulating their ideas clearly and confidently before transferring them into writing.

Impact

The impact on our pupils is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, pupils will become more confident writers and by the time they are in upper Key Stage 2, most genres of writing will be familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards will improve and skills taught in the English lesson will be transferred into other subjects; this will show consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

	Autumn	Spring	Summer
Year 1	<ol style="list-style-type: none"> How to Grow a Dinosaur - Design a packet of seeds to grow a dinosaur habitat (Narrative description) Dinosaurs from Head to Tail – Information page about dinosaurs The Pirate Cruncher – A letter to warn sailors about the pirate cruncher 	<ol style="list-style-type: none"> The Hundred Decker Bus – Postcard to persuade people to ride the Hundred Decker bus The Queens Hat – Missing poster to describe the journey of Mrs Williams’ hat The Street Beneath My Feet – Captions to give information about different environments We’re Going on a Bear Hunt – Linking with science topic - Poem 	<ol style="list-style-type: none"> Commotion in the Ocean – Rhyming poem about the Ocean The Storm Whale – Letter to inform people how to look after beaches and the ocean Journey – Portal story based under the sea Not Quite Narwhal – Mysterious creature description
Year 2	<ol style="list-style-type: none"> Colour Monster – Letter to the colour monster to advise him on how to manage big emotions There is no Dragon in this Story – Short narrative about a dragon The Clockwork Dragon – Newspaper reporting events 	<ol style="list-style-type: none"> Beegu – Wanted poster for a new friend Owl and the Pussy Cat – Poetry Big Bear, Little Brother – Diary entry How to wash a Woolly Mammoth – Set of instructions 	<ol style="list-style-type: none"> The Honeybee Man – Senses poem The Big Book of Bugs – Pamphlet on bugs (non-chronological report) Superworm – A story about a super insect Poppy and the Blooms – Letter to persuade
Year 3	<ol style="list-style-type: none"> Where My Wellies Take Me – Scrapbook recount of farm school Tidy – Letter of apology to animals in the forest The Promise – Environmental narrative based on non-fiction facts Tin Forest – Narrative setting description of the forest at night and day 	<ol style="list-style-type: none"> The Barnabus Project – Information guide on how to care for a ‘failed’ pet Roman Soldiers Handbook – How to be a Roman non-chronological report Roman Diary: The Journal of Iliona – Diary entry from a Roman’s perspective 	<ol style="list-style-type: none"> Escape from Pompeii – Playscript of the volcano erupting scene The Firework Makers Daughter – Write the missing chapter from the book Lava – Mythical narrative about the Volcanic Goddess Pele The Volcano - Poetry
Year 4	<ol style="list-style-type: none"> Tear Thief - Diary entry from a tear thieves’ perspective The Magic Box - Magic Box Poem George’s Marvellous Medicine - Instructional recipe for a Marvellous Medicine to turn your teacher into a toad Leon and the Place Between - Fantasy story narrative 	<ol style="list-style-type: none"> Leaf Detective - Newspaper report recounting events of story Shaman’s Apprentice - Letter from Kamanya to Shaman to persuade him to keep the faith Ride of Passage - Alternative ending to story Walking with my Iguana – Performance poetry 	<ol style="list-style-type: none"> Mary and the Riddle of the Sphinx – Adventure story set in Ancient Egypt The Story of Tutankhamun - Biography on Tutankhamun Cinderella of the Nile - Fable: Cinderella of the Danube The Night Box – Poetry
Year 5	<ol style="list-style-type: none"> States Chamber – Debate speech Rosie Revere Engineer - Narrative fictional Story about Rosie taking her invention to the Great Exhibition Street Child - Persuasive letter to Dr Barnardo persuade him to improve school children’ experience. Queen Victoria’s Bathing Machine - Biography on a famous person from history (Chronological report) 	<ol style="list-style-type: none"> The Dreadful Menace – Poem using figurative language Survivors - Narrative recount of a survival story (chronological report) Shackleton’s Journey - Formal diary from the perspective of Shackleton The Polar Bear - Information page on Polar Bears (non-chronological report) 	<ol style="list-style-type: none"> La Luna – Setting description of the boys first trip with the stars Curiosity – Explanation text on the Mars Rover George’s Secret Key to the Universe - Adventure Story Rubbish Tip Alien– A space themed poem
Year 6	<ol style="list-style-type: none"> Beyond the lines – Narrative setting description Rose Blanche – Play script from scene of the book Anne Frank’s Diary - Diary entry (Fictional based on non-fiction information) Friend or Foe - Chronological newspaper report on a mysterious plane crash (narrative) 	<ol style="list-style-type: none"> Great Adventurers - Biography on a famous adventurer (non-chronological report) Wild World - Descriptive poem about the Galapagos Islands The Explorer - Alternative ending to Moth - Non-fiction information text on the evolution of a moth 	<ol style="list-style-type: none"> The Boy with the Bronze Axe - Character description (narrative) The Wild Way Home – Time slip narrative The Un-forgotten Coat - A ‘Good Guide’ to our School (non-chronological report) Leavers Assembly Poems