



Intent- we aim to:

Teach an engaging and inspiring writing curriculum that is well sequenced and gives plenty of opportunity for children to develop a love of writing.

Equip children with the tools that make up the building blocks of writing and become confident users of grammar, punctuation, spelling and syntax.

Enable children to develop and have confidence in their imagination, ideas and be able to express themselves creatively and articulately in a range of different styles of writing.

Help children think of themselves as authors with an understanding of the writing process, including proofreading and editing to enhance their work and publishing using neat, cursive handwriting.



Implementation- how do we achieve our aims?

Core Concepts

Subject Delivery

English is taught daily in school. In EYFS the children begin with opportunities to develop their writing skills through their phonics workbooks and continuous provision, before progressing on to more formal writing-focussed lessons. KS1 and KS2 are taught English for at least an hour a day, with specific focuses across the week on handwriting, spelling, grammar or composition – the focus may depend on where they are in their writing journey or may be in a discrete slot in addition to their daily English lesson.

Curriculum Resources

We have worked with an English curriculum specialist, Mitch Hudson at Grammarsaurus, to develop a bespoke writing curriculum map that uses high quality model texts and links to our wider curriculum. Grammar and punctuation objectives are taught in context and children are given opportunities to apply these in their writing to ensure they are fully embedded. We use high-quality systematic programs such as Spelling Shed (spelling) and Letterjoin (handwriting) to support our teaching and classes have class sets of texts where appropriate.

Classroom Resources

All classes have a good stock of books to support English teaching, including class texts/novels/picture books. We also have equipment such as dictionaries, thesauri, iPads, voice recorders, ACE dictionaries (for dyslexia), wordbanks/vocabulary mats and pencil grips in every classroom.

Purpose Children are encouraged to identify the purpose of their writing and what language features they will use to achieve that purpose



Audience Being able to write for a specified audience helps children to know the level of detail, formality and vocabulary required to produce successful and engaging writing.



Effect Where children can understand the effect of their grammar, punctuation, vocabulary and presentation choices, they can articulate clearly what they want to write and can continue to refine their writing to improve the effect on their reader.



Assessment and Feedback

Each writing stage has its own tracker which clarifies the curriculum objectives for that year group. These are shared with the children at an age-appropriate level to encourage their understanding of which features need to be in their writing – for example, with key stage 2 children they are in the back of the children's English books and they are encouraged to reflect on their own progress and next steps against the writing objectives. Teachers assess across a range of pieces and independent work at the end of half terms 1, 3, 5 and moderate across year groups/phases in half term 6 to assess end of year attainment. We also have a reference folder with pieces of externally moderated and cluster moderated writing to help have confidence in our judgements.

Children are encouraged to develop their understanding of what makes effective feedback on writing and become very skilled in identifying areas for themselves and others to develop by the time they are in KS2. They are encouraged to revisit their writing following feedback to edit and improve.

Inclusion

We provide a wide range of support to children with SEND to help them reach their full potential in English and are skilled in identifying where children may be struggling with writing due to specific difficulties such as ASD, dyslexia, dyspraxia or dysgraphia. We allow time to practise, apply, contextualise and consolidate children's learning and provide resources to support areas according to need – things such as Writer's Directories to support development of vocabulary, voice recorders for children with poor working memory, speech to text software to help children who struggle with the physical act of writing, ACE dyslexia-friendly dictionaries and alternative pencils/grips. We have structured writing interventions such as On Track Writing for children who need additional intervention and also have extra writing tuition groups in Years 5 and 6 run by a writing specialist teacher.

Poetry

Poetry forms part of our writing curriculum map, with children being exposed to a wide variety of poets and poems through our poetry spine along with being encouraged to explore, analyse and write different types of poem in a progressive and structured way in their poetry writing units. We include poetry in our performances and celebrations, such as our Harvest Festival and Easter service. We have an inter-house poetry cup where children are encouraged to memorise and perform poems, and have also had visits to school by poets as part of our World Book Day events.

Spelling

Our writing units have key spellings and patterns linked to the specific text types. We use Spelling Shed as the main basis for our spelling teaching, with a focus on etymology and building children's orthographic maps. Children in each year group are set spelling games each week on Spelling Shed to ensure they gain automaticity with the rules and patterns they are learning, and are encouraged to apply these to other words following the same rule or pattern. Children develop their knowledge of the rich history of the English language through the high-quality Spelling Shed teaching resources.

Handwriting

Correct letter formation is taught from the start of reception class with children getting opportunities to practise this in their phonics workbooks in Reception and Year 1. Handwriting is also taught discretely using the LetterJoin scheme to enable children to develop a fluent, fully-cursive style of writing, usually by the end of Year 2. Children take pride in their work and are given opportunities to set their work out creatively, for example in double page spreads or illustrated reports.

Enhancement

We have had many authors visit school to inspire our children about the writing process, including local authors and authors with disabilities to show that it is possible for anyone to become a writer.

Staff have participated in training delivered by Grammarsaurus to help develop their confidence with teaching writing, as well as working with our local English Hub to develop good practice.

We have a 'Writer of the Week' award given with a certificate, pencil or pen and name in our weekly newsletter as part of our weekly achievement assembly.