

INTENT

Our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer’s voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of Writing and communicating through vocabulary rich and high-quality literature. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.

IMPLEMENTATION

Our English curriculum is developed around a sequence of high-quality age-appropriate texts and we use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

Building on this foundation, we teach English using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other’s ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children’s current understanding and develop their learning.
- Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally ‘think aloud’ in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

Working Walls and Table Resources

Each class is expected to develop an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children's writing. Staff will model the expectations throughout the curriculum.

Inclusion

Children with English as an additional language:

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology to support interpretation of Example Texts
- Use of colourful semantics to build a strong foundation of sentence formation

Teachers work with the SENCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENCO to help them make rapid progress.

Children with Special Educational Needs:

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing – with opportunities for the children to practice modelled techniques
- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and appropriate level of challenge
- use of colourful semantics to build a strong foundation of sentence formation
- resources that include images to secure language understanding. Teachers adapt their teaching by using strategies including:

- Word Banks
- Modelling
- Partner talk
- Colourful Semantics

- Pre-teach vocabulary
- Talking Tins
- Scaffolding tasks
- Use of 'Clicker' and 'Communicate in Print'

Confident and competent writers:

Children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts.

SMSC Links:

Moral Development – children role play scenarios that involve ethical decision making and consequences.

Spiritual Development – children explore themes of friendship, moral decisions and consequences through a range of literature as well as empathising with different characters.

Social Development – children develop listening and responding to each other's contributions through discussions and group work/ role play.

Cultural Development – children engage with texts from different cultures to support their writing.

IMPACT

When children leave Lower Halstow Primary School, they have been exposed to a wide range of high-quality texts and writing genres as part of their learning, gaining cultural capital along with the skills they need to communicate effectively. They are confident writers and have developed a fluent legible handwriting style. We routinely achieve above national average results for writing in KS2 despite high mobility and low starting points.