

Writing Curriculum

Intent

The intent of our writing curriculum is that every child is able to achieve their full potential as a writer, given exciting and real life purposes to write about and the tools and knowledge to write with accuracy and cohesion. They should have fluency of oral and written Standard English in order to be able to express themselves clearly and confidently. Specifically, we aim to ensure that all pupils:

- are able to write comprehensively and cohesively within their age-related expectations, using progressively mature grammatical structures and vocabulary.
- are proficient in spelling using the spelling and phonetical patterns set out in the national curriculum.
- understand purpose and audience when writing to engage their reader appropriately
- rehearse their writing orally, understanding the differences between spoken language and Standard English used for writing.
- Acquire all the knowledge and skills set out in the National Curriculum.

Implementation:

- We use experience days (real life experiences or drama activities) to enable all children to have had the same experiences to build their imaginations, engagement levels and inspire their creativity. This then leads to language gathering as a class where all children can participate ready for the writing lessons.
- We provide exciting and engaging purposes to write through carefully planned opportunities from our Whole School Curriculum.
Grammar teaching is integrated into the teaching of reading and writing, rather than a discrete lesson, enabling pupils to make connections and links from their reading into their own writing.
- We teach letter and number formation using cursive script hand-in-hand with phonics instruction, enabling pupils in EYFS to begin early writing with correct letter and number formation.
- Our progressive programme of study for spelling builds in opportunity for over-learning of high frequency and tricky words in EYFS and KS1 to secure these.
- Our teaching of writing is supported by Jane Considine and Pie Corbett. When teaching writing, our teachers follow a sequence:
 - Cold write
 - Hook into unit & show children 'map' of unit
 - Model text is shared with children through sentence stacking and experience days. This is where grammar is taught, vocabulary gathered etc. As well as looking at model text, you would bring in other examples from authors if it is relevant.
 - Children plan own
 - Children draft
 - Children edit and redraft

Impact

We will measure the impact of our Writing and SPAG curriculum by:

- Summative assessment of grammatical knowledge and spelling using tests (3 x per year).
- Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding.
- Moderation of writing between year groups / phases and externally to provide robust judgements – once a term.
- Monitoring of progress from year to year and key stage to key stage to ensure pupils remain 'on track' from their starting points.
- Monitoring of books for clear evidence of the use of vocabulary, spelling, grammatical understanding, punctuation understanding and text type knowledge – staff meetings once a term.