

Writing Curriculum

Intent, Implementation, Impact



With our children at the heart of our school we aim to provide:

- An inclusive environment where all children thrive and feel safe
- A broad and rich curriculum where our children can explore their thoughts, feelings and ideas.
- A curriculum which provides the breadth and depth for our children to develop as a whole child.
- A curriculum which is enhanced by other experiences to widen our children's knowledge

Curriculum Intent	Curriculum Implementation	Curriculum Impact
<p>Through our Writing curriculum we aim to ADD NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> • To foster and develop a love of writing that will stay with them for life. • For all children to become technically skilled, creative writers. • To have a culture where children take pride in their writing. • Children will be able to write clearly and accurately and adapt their language and style for a range of audience and purposes. Children will be able to write in inform, entertain, discuss and persuade by the end of the primary journey. • To inspire children to be confident in speaking and listening and who can use discussion and debate to communicate and further their learning. • To demonstrate clear progression and growth of writing skills as children progress through school. • To equip children with the skills they need to participate fully in society. • Reflect our understanding of the vital role played by parents and carers in the development of writing-modelling positive habits. • Provide high quality phonics to enable all children to develop the early skills, 	<p>All English lessons present purposeful and meaningful opportunities for children to read and write. All adults create a positive reading and writing culture in school.</p> <p>Lesson Structure</p> <ul style="list-style-type: none"> • Our writing sequence enables children to draft and edit/improve before being publishers. This enables children to add/amend vocabulary choices based on good examples they have read: • Every English unit is planned with a clear audience and purpose in mind. • High quality texts are used for each topic/English unit. These showcase adventurous vocabulary choices, sentence structures etc. • Every unit ends with a "Cathedral Piece" in the child's writing portfolios – these aim to celebrate children's writing and encourage them to take pride in their work <p>Cross Curricular Approach</p> <ul style="list-style-type: none"> • Curriculum Maestro is used as the spine of our Writing curriculum • English and Topic are very closely linked enabling children to use newly acquired subject knowledge/vocabulary. 	<p>Our children have a good understanding of the purpose and audience for their writing and are able to draw on appropriate skills and knowledge to reflect this.</p> <p>Our children are able to use their grammar knowledge in their independent writing</p> <p>Our children have a real sense of pride in their writing and are keen to showcase it to others.</p> <p>Our children develop their imagination, creativity, expressive language and critical awareness.</p> <p>Our children talk enthusiastically about writing and understand the importance of this subject.</p>

Resources:

- Year 2-6 use the No-Nonsense Spelling and No-Nonsense Grammar schemes to support teaching of SPAG.
- Sentence coding is used to support children's sentence building skills and knowledge of different word classes. This creates a consistent approach to word banks from Nursery to Year 6
- We have a clear progression in the teaching of writing purposes across the school (gradually building the bank as they move through school). Children are subsequently exposed to, and knowledgeable about, literary styles, authors and genres.
- Purple Mash spelling quizzes are used as a practise tool. Spellings are tested weekly in school. Age appropriate spellings sent home weekly for pupils to practise their words as part of homework.
- Vocabulary is promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary. Word cards/ word banks are symbolised to support understanding of new vocabulary.
- We have a whole-school approach to the teaching of handwriting which begins in Reception. This is practised and modelled daily.

Learning Environment

- Working Walls – consistent approach throughout school. We have an agreed approach to guide the children through the process of Reading and Analysing, Gathering Content/vocabulary, Planning and practice of new skills. WAGOLLS are clearly visible in all classrooms.

Corridor displays celebrate children's writing