

# Writing

“Be courageous, be strong. Do everything in love.”



A broad, balanced, engaging and relevant curriculum that takes into account the requirements of the National Curriculum and any other guidance documents.



Intent- we aim to...

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Appreciate our rich and varied literary heritage

Write clearly, accurately and coherently; understanding language and style in and for a range of contexts, purposes and audience

Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Our curriculum

Develop skills to read as writers (looking analytically at author's choices) and write as readers (considering their impact on the reader).

Develop the habit of reading widely and often, for both pleasure and information.

To be motivated to read and write independently for purpose and pleasure.

Read easily, fluently and with good understanding.

## Implementation-how do we achieve our aims?

In EYFS writing is taught according to the Early Learning Goals. A love of writing is fostered from the very beginning using 'Drawing **Club**' which gives children an opportunity to 'write' in code before they have the phonics knowledge to write accurately.

We use CLPE's **Power of Reading** to provide a diverse range of high-quality children's literature, which cover a wide variety of different topics. By covering a range and breadth of authors, illustrators and genres, we give children a rich and diverse experience of literature, the motivation and willingness to read. Each lesson is delivered with confidence and enthusiasm to model a love of literature and authorial experiences.

## A clear writing process...

1. Using CLPE units of work, children are immersed in the quality text. They use book talk and drama to explore and respond to the text. They explore the impact that the author of the text has created on the reader. Short, authentic and low-stakes writing opportunities are planned in response to the text during this part of the learning journey.

2. Appropriate grammar and sentence construction is taught for the genre/s identified as the final written outcome for the unit. This is taught in the context of the text.

3. Written outcomes for each unit of work have been identified (one-three different outcomes depending on the unit and the year group). These are not necessarily at the end of the unit but fit into the CLPE teaching sequence as appropriate. 'I do, we do, you do' is used to model and to develop the metacognition of 'thinking like a writer'. Teachers live model and children use the model to write their own paragraphs and longer pieces.

<p><b>Writing for Purpose</b></p> <p>The final piece of writing for each unit is planned and written independently. Then sufficient time is given over to craft a piece of writing in order to build stamina. Success criteria are used for self and teacher assessment. The final pieces of writing are marked by teachers and children are given opportunities to revise, edit and (where appropriate) publish. Independent writing is based on writing for a purpose and a real audience so that children understand the authenticity of the writing.</p>	<p><b>Handwriting</b></p> <p>We use Kinetic Letters to teach handwriting. The outcomes that we will strive to ensure all our pupils achieve are:</p> <ul style="list-style-type: none"> <li>• Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.</li> <li>• Having the stamina and skills to write at length, with accurate spelling and punctuation.</li> <li>• Having competence in transcription (spelling and handwriting) and composition.</li> <li>• Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</li> <li>• Having a comfortable and efficient pencil hold and working position.</li> </ul>	<p><b>Oracy and Drama</b></p> <p>In EFYS, children engage in talk during discussions, and drama through role-play. In KS1, for children to become fluent, creative writers, they are encouraged to express ideas through speaking and listening opportunities including partner talk, roleplay, and hot-seating. In KS2, children explore a range of drama techniques to enhance their spoken language and presentation skills. In addition, there are opportunities across the curriculum for children to enhance their spoken language by carrying out presentations, speaking in role, taking part in class performances and engaging in debates.</p>
<p><b>Spelling</b></p> <p>In EYFS &amp; KS1, children follow the Read, Write, Inc phonics scheme. Once this scheme is completed, Year 2 use Read Write Inc Spelling. In KS2, Purple Mash Spelling is used. The spelling curriculum includes opportunities to investigate spelling patterns and common letter patterns; it draws on children's prior phonics knowledge and explores the statutory Year 3/4 and Year 5/6 word lists.</p>		<p><b>Vocabulary</b></p> <p>Children are encouraged to draw upon what they have read when writing, and to 'magpie' vocabulary from shared texts. During reading and writing sessions, all classes collect and explore vocabulary (called 'Tiered Vocabulary'), and children make use of these words in their own writing. Children also independently access dictionaries, thesauruses, and word banks to support them when writing.</p>



## Impact- how will we know we have achieved our aims?

- Children who are all challenged and enjoy their lessons.
- Children know more and remember more and have skills which equip them to progress from their starting points.
- Children have writing skills which allow them to access the whole curriculum, and make successful transition between stages of learning.
- Writing is high quality and is well presented. Children take pride in their written work.
- Children make good progress with a high percentage achieving ARE.
- Children have good communication skills and can articulate themselves well.