



Reading, writing and the art of speaking and listening are central to our curriculum. Through our bespoke and inspiring curriculum design we set high expectations that are driven by purposeful, relevant and practical lessons that our children can fully invest in regardless of their starting point. **Intent: *Our aim:***

Deliver an engaging & exciting curriculum that helps develop a love of writing & inspires children to want to write.

Provide children with essential skills in grammar, spelling, punctuation and composition that will be life-long.

Develop children into writers with an understanding of the writing process, including proof-reading & editing to enhance their work.

Support children to be articulate & confident communicators who express themselves and enhance their learning when engaging in discussions.

Create a culture where children love to write and take pride in their work.

Implementation— Writing- *How do we achieve our aims?*

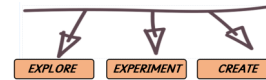
A Systematic approach to spelling

In EYFS & KS1, a bespoke scheme based on story time phonics is used to teach spelling and in KS1 Spelling Shed is implemented in Year 2 once the systematic synthetic phonics programme is completed. In KS2, spelling is taught and tested weekly using Spelling Shed. The spelling curriculum includes opportunities to revise common KS1 patterns; and spelling patterns are repeated to reinforce skills.



Consistent & systematic approach with purpose

The whole school follow a bespoke approach: 'Explore, Experiment, Create'.



Children *explore* a writing genre/s by looking and learning about structure, key grammatical features/vocabulary, features etc. Children then *experiment* writing using the previously learnt skills in the explore phase. Children then *create* their own pieces of writing where we encourage independence and application whilst supporting our bottom 20% writers through scaffolding and adaptive practice. In EYFS and KS1 children are given ample opportunities to form and orally rehearse their ideas before writing. Transcription skills are also prioritised to help develop fluent writers. All units have a clear writing purpose where children are able to articulate why they are writing.

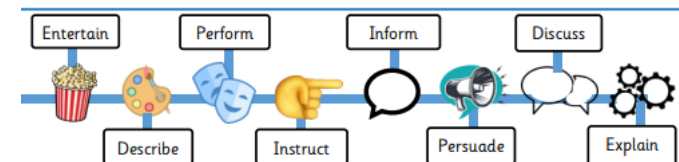


Children have access to high quality texts which link closely to the writing process. These texts are carefully mapped out to ensure children are exposed to a variety of authors/genres etc.

High quality texts

Strong grammar teaching

In KS1 & 2, Grammar is taught in context, with grammar skills mapped out across the year. Stand-alone grammar lessons are taught if required, but particularly in Summer term in Y6 in preparation for SATS. .



Implementation– Writing- *How do we achieve our aims? Cont..*

Strong vocabulary development



In EYFS & KS1, vocabulary is explored in texts and collected for children to draw upon when writing. In KS2, children are encouraged to draw upon what they read when writing & to 'magpie' vocabulary from shared texts. Teachers carefully plan what vocabulary is being taught in reading lessons and vocabulary exploration is of high importance across the curriculum. In KS2, children also independently access dictionaries, thesauruses & word mats.

Quality editing and proof reading



In KS1, children are taught how to make simple edits and additions to their writing so that they can begin doing so more independently in Year 2. In KS2, during the writing process and post-writing, children are encouraged to proof-read & edit their work using 'READ, CHECK, CHOOSE, CHANGE'. Children are taught how to improve their work through secretarial editing, editing for impact, editing as you go and editing for meaning. Children in KS2 use a red pen to show the edits in their work.

Handwriting

In EYFS children are taught to form letters in print using Sparkle Mark rhymes and then through identifying family sets of letters eg curly caterpillar letters. Print is secured and consolidated in Year 1. Pre-cursive letter formation is taught from Year 2 with cursive handwriting being explicitly taught across the school. High standards of handwriting and presentation are promoted and designated handwriting sessions are planned in. Handwriting is taught weekly throughout year 2 and 3 to ensure the majority of children are writing using cursive script. From Year 4, handwriting is reinforced through modelling, but handwriting lessons can be taught if cohorts require them. Alternatively extra support is given outside of the English lesson for any children needing handwriting practise.

Consistent assessment

Years 1, 3, 4 and 5 use bespoke writing frameworks designed by English Leads from the trust to support the assessment process. Years 2 and 6 use the teacher assessment framework and all year groups participate in school and trust level moderation.

Speaking & Listening



In EYFS 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 & listening opportunities including partner talk, roleplay and hot-seating. These lively, interactive learning exchanges provide all children with the tools and knowledge necessary to become successful writers. In KS2, a range of drama techniques are explored and repeated to enhance children's spoken language, presentation skills and to use as stimuli pre or post-writing. In addition, there are opportunities across the curriculum for children to enhance their spoken language which is carefully planned for. Children in EYFS, Year 4 and Year 6 also take part in school plays which encourage all children to develop their oracy and performance. Each week, a class presents their learning to the whole school allowing for a real purposeful opportunity to engage with spoken language.

Impact – How will we know we have achieved our aims?

Writing is high quality and well-presented in a range of ways.

Children's understanding of the writing process helps them make good progress, with a high percentage achieving age-related expectations

Communication skills are strengthened and they can articulate themselves well.

Children take pride in their work by making choices in language and presentation to appeal to the reader/purpose.

