

Writing Curriculum

Vision Statement

*Writing is an exploration. You start from nothing and learn as you go-***E.F Doctorow**

The ability to express ourselves through the written word is one of the keys to success in life long learning. At Berridge, we recognise the importance of writing as a skill for life and it is our aim to equip our pupils with the tools required to be a successful writer.

The overarching theme for our curriculum is **People & Places** - Understanding the world that we live in and the people who inhabit it. Our school's Core Values are **Considerate, Creative, Motivated, Reflective, Resilient and Respectful**. Our writing curriculum has been planned with these in mind.

Intent

It is our intention that our pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing.

Through our writing curriculum, we want pupils to acquire a wide range of vocabulary, a solid understanding of grammar and be able to spell new words to develop their sentence structure and paragraphing.

We encourage children to envisage their writing from the outset, which allows them to build a full picture of the purpose of the writing, whether that be to entertain, inform, discuss or persuade, so they are **motivated** to produce well-presented writing that they can be proud of. We want children to understand that writing can take on many forms and be used for many purposes, developing their composition knowledge and skills.

We follow the English National curriculum to ensure a broad and balanced curriculum is taught:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Implementation

The Writing Curriculum is led and overseen by the English subject leaders who will monitor, evaluate, review and celebrate good practice over the year. The Curriculum incorporates the statutory requirements of The National Curriculum 2014.

We have also taken into account the recommendation from the Education Endowment Foundation 'Improving Literacy in Key Stage One and Two' documents

We teach writing composition strategies through modelling and supported practice

E2

Writing is taught through phonic sessions and book of the week sessions

Year 1-6

The teaching, learning and sequencing of the curriculum is organised as follows:

- Writing from Year One to Six is taught through a 'Writing Block'
- Each block lasts between 1-3 weeks

Step 1-Engage:

- An initial 'hook' is provided to excite and engage the pupils and to give the writing a purpose.

Step 2-familiarise:

- A WAGOLL (a good example) is shared at the start of each new block. This WAGOLL includes examples of all the features they will be addressing during that block and is displayed on the English Working Wall.

- A checklist of features is shared and discussed so children know what the learning journey will look like
- Examples of the text may also be shared and discussed as well as teacher modelling
- Word and phrase banks are created and displayed on the Working wall

Step 3-Practice:

- Through guided writing and independent practice, the pupils practice using the required grammar and punctuation skills

Step 4-Apply

- Children apply all the skills they have been practicing into a final piece of writing. Redrafting and editing as appropriate to the age and stage of the pupil

Step 5-assess

- Pupils assess their own work against the success criteria
- Teachers use the final piece to support their assessment judgements by completing any elements achieved on the assessment card

We acknowledge that for some children additional support will be needed and so the writing process is adapted and scaffolding provided as required for these pupils.

We promote fluent written transcription skills by regularly practicing both handwriting and spelling

Handwriting:

The Nelson Handwriting scheme is used from year 1 through to Year 4. Years 5 and 6 link handwriting practice to the Rising Star spellings. Handwriting is taught discreetly three times a week.

Spellings:

Pupils in Year 2-6 have weekly spellings that they take home which they are tested on in school. Children are also taught spelling rules relevant to the unit of writing that they are studying

Impact

Impact is measured through drop-ins, pupil voice, book looks as well as formative and summative data. These will inform future adaptations to our schemes of work.

Assessment in writing

F2

By the end of F2 most children will write simple phrases and sentences that can be read by others. Writing progress is assessed at the end of every term using E2P

Key Stage 1 and 2

- Berridge writing assessment cards-updated termly
-

Pupils at Berridge should:

- Be **motivated** writers
- Use writing to express themselves **creatively** and **respectfully** whilst being **considerate**
- **Reflect** on what they have written and make improvements