



Be Brave Curriculum

INTENT – IMPLEMENTATION – IMPACT

Writing

INTENT

We want to empower our children with the skills needed to be able to share and communicate their ideas and thoughts both through writing and verbally. Our aim is to embed writing skills as well as a love of writing within our children. We intend for our children to develop and gain the skills set out in the National Curriculum to allow them to express themselves effectively in all areas of their learning and lives. Inspired by our school vision (Joshua 1:9), our children are encouraged to be courageous and creative with their expression of ideas and are exposed to a wealth of literature from across many genres throughout their time with us. As part of our 'Be Brave curriculum', it is vital that our children explore writing through engaging writing sequences, build on their prior understanding and evaluate their own successes. Through a wealth of literature, our children are exposed to a range of themes linked to our school and British values, core concepts and develop positive attitudes. Our intent, is for children to develop their writing skills through high quality texts within writing lessons as well as across other areas of the curriculum. Our children will develop a love of writing through creative learning sequences including a range of teaching strategies to inspire and engage all learners. Writing is a crucial skill that is embedded across all year groups; with consolidation of fine motor skills, phonics strategies and early composition of ideas in the lower school and working towards a secure confidence and independence with writing in the upper school. We are intent on our children leaving Hayfield Cross with the skills to express themselves as well as the desire and drive to share their minds in an effective and appropriate manner.

IMPLEMENTATION

In line with the National Curriculum (2014), we ensure that children in each year group are taught the explicit grammar, punctuation and spelling objectives required for their key stage. All children write daily, in writing lessons and across the curriculum. Teachers plan writing based on high quality texts that are recommended by CLPE (Centre for Literacy in Primary Education) and are from a broad range of genres covering our school values, British Values and core concepts.

Spellings:

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Spelling Shed to support their teaching and introduce children to new vocabulary and consolidate existing knowledge of spellings. Children are given spellings to learn each week and are given a low stakes spelling test and they are also taught common exception words for their year group. Throughout writing lessons, children are encouraged to spell correctly using various strategies and correctly spelt words are highlighted to encourage retention.

Grammar, Punctuation and Vocabulary:

Grammar, punctuation and vocabulary knowledge skills are taught and embedded through writing opportunities. Teachers plan to teach the required skills through writing purposes to give meaning and understanding behind each skill. Where more time is needed to cover a complex skill, discrete grammar lessons are taught. Teachers plan using progression maps to ensure appropriate skills from the National Curriculum are taught effectively through a writing purpose.

English Lesson Sequence:

Writing sequences are based around a high quality text and are designed to engage and inspire through using creative teaching strategies including drama and art. Teaching sequences focus on purpose, audience and form to allow children to understand authorial choice. Genre progression maps identify skills that should be taught in each year group and teachers plan their units including these. At least two independent pieces of writing are produced throughout the unit of work which are assessed using the Key Performance Indicators for their year.

Handwriting:

We follow the 'Twinkl' handwriting scheme. Handwriting is taught explicitly in lessons and in context through modelling correct letter formation. In Reception, children are taught printed letter formation which is a wonderful starting point for them as they move to a pre-cursive style in Year 1 and further development into cursive into year 3. Handwriting is a priority for all year groups and through all writing opportunities across the curriculum.

Assessment

Teachers use formative assessment to consistently challenge children and move their learning forwards within their current year groups. Teacher assessment is used to determine whether a child is working within age-related expectations, above or below. Judgements are made using independent writing outcomes and are moderated both internally within phases and whole school as well as externally within the cluster.

IMPACT

The impact of our Writing curriculum will be:

- Children will develop a love of writing and are able to express their own ideas and thoughts effectively
- Children will understand the process of writing and how authors make their choices
- They will develop speaking skills needed to articulate themselves effectively
- Children make good progress within writing
- The % of children at age related expectation will be consistent or above the national average
- Children will achieve age related expectations across the wider curriculum