



# Writing Curriculum

## Curriculum Intent

At Farnsfield St Michael's, our key aim is to provide an exciting stimulus to engage children with their writing. We intend to give opportunities for all children to achieve their potential and gain a secure subject knowledge in writing. We ensure that coverage includes a range of genres and grammar features.

Our exciting texts are chosen carefully, so that they are linked to 'The Big Question' posed in our Discover, Create, Explore whole school curriculum. They are used as a stimulus for writing to allow children to gain a depth of knowledge and empower their authorial aspirations. Children's experience of expert models from successful and diverse authors allows them to see their learning in action, giving them the confidence to apply these skills into their own writing. In Y1-6, The Read to Write scheme is used following the Immerse, Analyse, Plan, Write structure and texts are chosen to link with our curriculum.

Across school, we also follow Pie Corbett's Talk for Writing approach, which enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. It provides the opportunity to imitate orally the language that the children need, before reading and writing. In addition, we also use Alan Peat's simple sentence structures, which help to provide exciting ways for children to understand how words and punctuation fit together.

In KS2, we use Jane Considine's 'The Write Stuff' - a scheme which comprises of sentence stacking lessons. The sentence stacking lessons are broken down into steps, which have modelling at the heart of them. We also use computer programs for example, Purple Mash and SPAG.com to reinforce concepts and consolidate learning.

We aim to reach the best possible writing outcomes, in a fun, inspiring way, so that children can become accomplished writers.

## Curriculum Implementation

	EYFS	Year 1 - 6
<p><b>Pedagogical Approach and Strategies</b></p>	<p><b><u>Early Years Foundation Stage</u></b></p> <p>There is a new text each week as a focus for learning. Children write about what they have learned from the book and/or the topic they are learning about.</p> <p>There is a focus on teaching new skills, including motor skills, to ensure the children have the building blocks for writing a sentence.</p> <p>Appropriate knowledge is taught alongside these skills e.g. what letters look like and how they are formed.</p> <p>Main skills include: write phonetically plausible words, have own ideas and put them onto paper, finger spaces and</p>	<p><b><u>Year 1</u></b></p> <p>A new text is used regularly, sometimes for a week and at other times for several weeks. Teaching moves through features of each text, with skills-based practise leading up to the children writing their own piece.</p> <p>Children think more carefully about their writing and base it on a structure or scaffold. Children are expected to use compound sentences and begin to use expanded noun phrases. Talk partners and verbal rehearsal of writing are used regularly. Lots of the features of 'Talk for Writing' (Pie Corbett) teaching and learning are used.</p> <p><b>Core skills to prepare for Year 2:</b></p> <ul style="list-style-type: none"> <li>- Write with a voice to communicate to an audience.</li> </ul> <p><b><u>Year 2</u></b></p> <p>Writing is taught in a similar way to Year 1. Slow writes are introduced for additional writing opportunities. Children are given more chances to write at length. Lots of modelling, practising and refining of skills and techniques takes place. Children also find features of different genres in their own writing.</p> <p><b>Core skills to prepare for Year 3:</b></p> <ul style="list-style-type: none"> <li>- Write a narrative coherently, using techniques and features of writing with purpose.</li> </ul>

full stops are used, use correct pencil grip.

Writing opportunities are provided daily throughout the provision, guided and independent. Children are exposed to a wide range of rich vocabulary which they understand and use.

**Core skills to prepare for Year 1:**

- Have a rich vocabulary and understanding of words.
- Be able to understand and formulate a simple sentence.

**Year 3**

At least two weeks is spent on a text. Teaching of writing is genre focused, children learn and practise different features.

A lot of new SPaG content is introduced through each genre. Children build up to writing a big piece at the end of each block. Some elements of 'Talk for Writing' are used where children write their own version of the text that has been studied.

Where elements of writing are also in the Year 4 curriculum, they are delivered and used in the 'Year 4 way' to ensure high expectations and consistency.

**Core skills to prepare for Year 4:**

- To use organisational features to structure writing.
- To proof read and edit their own writing.

**Year 4**

Writing is taught in a similar way to Year 3. The focus is on mastering the new techniques taught previously and having good control over their use.

**Core skills for Year 5:**

- To use organisational features to structure writing with more control.
- To proof read and edit their own and other's writing.

**Year 5**

Continuing on the style of teaching from Lower Key Stage 2, new objectives are introduced in Year 5. Children practice these skills through different genres of writing.

**Core skills for Year 6:**

- To use new features of writing with increasing purpose and control.

**Year 6**

The final year of Primary education is used to pull together everything that has been taught and practised across school. Children are given regular opportunities to write at length for different purposes and genres.

**Core skills for Secondary education:**

- To independently and effectively use all of the features taught to write for a range of purposes, refining their own writing.
- To use organisational features to structure writing with more control.
- To proof read and edit their own and other’s writing.

**Timetabling**

Some writing activities to be planned for and carried out in the outside learning environment.

Daily English lessons: 1 hour

Guided Reading carousel: Slow write 25 minute weekly

Spelling: 1 x weekly 20 minute teaching session and 1 x weekly 15 minute independent activity session

Handwriting: 2xweekly 15 minute teaching session

Writing assessments will take place half termly:  
Coverage

Text type	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Infants	Instructions	Letter	Narrative	Diary	Non-chronological report	Description
KS2	Procedural text	Persuasive letter	Narrative	Diary	Newspaper report	Description

**Writing across and outside of the curriculum**

When planning lessons, teachers should consider naturally occurring opportunities to develop writing across and outside the curriculum. Children should have opportunities to write for different purposes across the whole curriculum. When children are expected to complete a writing outcome outside of English lessons, it should be a text type they have already covered in English lessons to ensure they have the appropriate knowledge to write for that purpose.

<p><b>Vocabulary</b></p>	<p>Grammar terminology lists for every year group are progressive and detail new vocabulary that must be taught each year and the terms that need to be pre-assessed and taught regularly, displayed on the working walls.</p>	
<p><b>Expectations for recording children's work</b></p>	<p>Children's work is recorded in their English Skills books and assessments are written in their Writing portfolios.</p> <p>Evidence of writing in books/floor books</p>	<p>Date and WALT to be written underneath the full date and underlined with a ruler. First drafts to be written in English Skills books, then after editing, copied neatly into Writing Portfolios(Y1-Y6).</p> <p>High levels of presentation in Writing Porfolios. High expectations for spelling and punctuation. Weekly spelling tests to be recorded in child's spelling book. Handwriting practice to be recorded on sheets.</p>
<p><b>Expectations for marking</b></p>	<p>Children get constant, immediate feedback verbally in line with marking and feedback policy.</p> <p>Teaching feedback recorded in green pen.</p>	<p>In EYFS, verbal feedback given.</p> <p>In Y1, teachers to prompt mark one piece of work in Summer 1 and Summer 2. In Year 2, teachers to prompt mark a piece of work for each half term of the year (6 in total). In KS2, teachers to prompt mark a piece of work weekly.</p> <p>All teachers must use green and pink highlighter.</p> <p>Children to respond to the prompt mark and correct the pink.</p> <p>Comments written when appropriate to develop understanding and knowledge i.e linked to the WALT and Year group objectives. Comments should also promote depth and challenge.</p> <p>Teachers to mark in green pen.</p> <p>Purple pen used by the children for editing and prompt marks.</p> <p>Writing Portfolios marked with yellow and green. Positive comment followed by targets for next steps.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>

<b>Expectations for absent children</b>	Teachers to ensure children given recap of lessons missed/previous learning.	Teachers to ensure children given recap of lessons missed/previous learning.
<b>Environment</b>	<p>Writers' toolkits accessible</p> <p>English display including working wall</p> <p>Key vocabulary and grammar features on display.</p>	<p>Resources should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Visible English and SpaG display in classroom.</p> <p>Vocabulary on display.</p> <p>Examples of children's work.</p> <p>Electronic dictionaries provided(including hardback dictionaries in classrooms).</p> <p>English working wall display in hall with work from every year group.</p>
<b>EAL provision</b>	<p>Planning translated into home language.</p> <p>Visual support and/or bilingual dictionaries with images will help EAL children to show their understanding in this area of learning. (Many dictionaries have clearly presented sections/pages which can be easily referred to by both children and teachers).</p> <p>This could also be shared with parents to encourage continued learning at home in first language.</p>	
<b>Homework</b>	<p>SpaG.com homework set fortnightly.</p> <p>Spellings set weekly.</p>	