



Healey Primary School

Writing Curriculum Statement

Intent

Through our English curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills are in the real world. By providing an enriched and engaging English curriculum, we develop confident and enthusiastic learners who are equipped with the tools they need to participate fully as a member of society both now and in their future.

Through rich and varied writing opportunities, we nurture a culture where children take pride in their writing, can write clearly and accurately and can adapt their language and style for a range of contexts, utilizing the wealth of ideas taken from the books we read.

We want our children to be inspired by the rich and varied learning opportunities in English and aspire to be the Roald Dahl, J.K. Rowling or David Walliams of their generation.

Implementation

Phonics:

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught using the 'Little Wandle Letters and Sounds' scheme daily to all children in Foundation Stage and Year 1 and during the first term of Year 2. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure that all children progress together. This approach also allows application across all subjects, embedding the learning in a rich literacy environment for early readers. Intervention is planned for those children who are working below expected levels or who require additional practice before moving on. Little Wandle is visual, audial and progressive and has an array of reading books available which closely match the phase of phonics that children are currently working within.

English Teaching Sequence:

Each year group teacher has carefully selected a range of texts for their class to study ranging from fiction texts, non-fiction texts, poems, film clips, audio clips, picture books and more, with links being made across the curriculum where appropriate. Each carefully chosen resource acts as a stimulus for a learning journey, taking the children through a sequence through to publication.

Throughout the writing journey, in KS2 pupils are given several opportunities to reflect upon their work and utilize skills they have been taught to make edits and improvements. Once they have had time to do this, a 'publishing' activity will take place, where work is given a purpose or opportunity to be showcased to others.

Language:

The promotion of a language rich curriculum is essential to success within writing. The use of accurate and rich cross-curricular vocabulary throughout school is planned within all subjects and is evident in all learning areas. We do this in an attempt to help children make links across the subjects so that they know more, remember more and understand more. Pupils are given a wide range of opportunities to use and develop their speaking and listening skills within school life through techniques such as drama, debating and opportunities to speak publicly within assemblies. All of these opportunities are key in helping them to become confident and articulate which in turn will assist them in becoming experts within the writing process.

Handwriting:

Children are taught the continuous cursive handwriting style using the Twinkl handwriting scheme across school. Staff will model the correct handwriting style when using whiteboards or writing comments in books across the curriculum.

Cross-Curricular Opportunities:

Throughout the academic year, children are given a large number of opportunities to practice using their writing skills within cross-curricular contexts. Opportunities are provided within Religious Education, Geography, History and Science. This gives the children more purpose to their writing, encourages consistency in expectations and quality across the curriculum and provides opportunities for deeper learning that will prepare the pupils for their future.

Impact

- Children will enjoy writing and use features of different genres and styles.
- Pupils can write for different purposes and audiences.
- Our children are proud of their writing.
- Children are able to word process using assistive technology and the tools available to them digitally.
- Pupils know that others value their writing; they see it on display as a ‘published’ piece.
- Skills progress throughout school is evident in children’s books.
- Pupils are being adventurous with vocabulary choices.
- All pupils, regardless of their background, needs or abilities and will make progress. Pupils will have a good knowledge of how to adapt their writing based on the context and audience.
- The percentage of pupils working at ARE within each year group will be at least in line with national averages.
- The percentage of pupils working at Greater Depth within each year group will be at least in line with national averages.
- Writing across the curriculum is the same standard as in English books.
- Pupils develop the skills and are inspired to become the authors of their generation.
- Pupils are equipped with the tools they need to participate fully as a member of society both now and in their future.

