

## Writing

*'Words are our most inexhaustible source of magic'.*

*Voltaire*

## Intent

Our English curriculum, aims to cultivate a deep love of reading and writing in all pupils' by immersing them in high-quality, diverse literature, fostering critical thinking through rich discussions, and empowering them to confidently communicate their ideas through a range of text types, ultimately developing lifelong literacy skills that enable them to engage meaningfully with the world around them

## Implementation

The 'teaching through texts' pedagogy is at the core of our English curriculum. By using high-quality literature, children are enabled to expand their horizons and open their minds to explore challenging concepts. This in turn leads to valuable discussions and writing for a range of purposes.

The planning and delivery of our writing curriculum incorporates the key following elements:

**1. Engaging starting point** (Dramatic conventions provide resonance & create a 'hook with the book'.)

Each new writing unit starts with a beautiful, high-quality text. These texts offer opportunities for empathy and philosophical enquiry, developing the spoken language though through debate, drama and discussion, which, in turn sparks the children's imagination. Providing a stimulating entry point experience allows the text to be introduced to pupils in an exciting and gripping way."

Texts are specifically chosen so that pupils are exposed to:

- Classic novels
- The works of Shakespeare
- Current and controversial world affairs, e.g., 'global warming' and 'gender equality'
- Variety of different cultures, ethnicities and faiths through stories

- Books which are relevant to our locality and community
- Poetry
- Letters and diaries
- Non-fiction

## **2. Embedded grammar and punctuation**

Grammar is taught through the context of each book so that key skills can be applied purposefully within writing. Immediately after a new skill is taught, pupils are given the opportunity to apply their learning in a meaningful context within the lesson. Grammar and punctuation skills are returned to again and again to embed learning. Our classrooms are rich in talk and teachers use talk skilfully to develop thinking.

## **3. Embedded spelling & vocabulary**

Planning integrates spelling investigations and activities, so that patterns and rules can be explored, discovered and then used purposefully within writing.

Children are introduced to the words of the focussed text. These are explained to the children with examples given and the use of these words are modelled so that pupils have a secure understanding of how to use vocabulary appropriately and in context. Key words are referred to and displayed for children to use throughout their learning journeys.

## **4. Purpose & audience-**

Children are given real reasons to write whether that is to explain, persuade, inform or instruct, usually daily. Within each sequence of teaching, pupils will write for different purposes and will practice their skills creating 'shorter', 'longer' and 'extended'.

## **Handwriting**

Cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns and children are taught cursive handwriting from Year 1 onwards. Words can be written without taking the pencil off the page. Continuous style provides a directional left, right movement. This flowing, rhythmical movement aids speed and fluency particularly when practised from Foundation level with the final product being neat and fast. This cursive style also lessens the chance of reversing letters by eliminating the need to lift the pencil between letters. The spaces between words become distinct and distinction between upper and lower case is clearer. Pupils with specific needs find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement. Children with motor problems learn a series of easy, rhythmical movements, which help to improve fine motor co-ordination.

## **Developing Spoken Language**

Opportunities to develop pupils' spoken language are taken at every opportunity. A language rich environment is developed in the EYFS. Children learn a poem a week using the 'poetry basket' programme and high-quality picture books are shared and discussed on a daily basis. Children are encouraged to write independently through enhanced continuous provision.

Oracy skills are explicitly taught through our Phonics and mathematics programmes

High-quality texts are used as a stimulus for high-quality discussions

## **Inclusion**

As in all areas of the curriculum, teachers deliver 'quality-first' teaching and differentiate to support children with barriers to learning. On an individual basis, teachers consider any limitations that a child has in accessing the planned lesson. To support these additional needs teachers:

- Adapt tasks and provide correct adult support
- Use Clicker 7 to generate key vocabulary to aid children in forming their sentences accurately for careful differentiation.
- Ensure oral communication is incorporated into lessons daily to give all children the ability to express their thoughts.
- Incorporate visual clues into each lesson, to create a link between the book and the task set.
- Make opportunities to reuse/recap key concepts and vocabulary throughout the day.

## **Feedback and Assessment of learning**

Writing is assessed consistently throughout the year. Teachers use 'in the moment' marking to provide feedback at the point of need. Pupils in KS2 are taught the skills to edit their own work. Interventions needed on specific areas of writing are identified promptly and so that appropriate provision can be put in place.

The quality of writing in English and curriculum books is evaluated by learning walks, lesson observations, Talk About Learning (TAL) sessions, pupil voice and book looks. Together this evidence informs future areas for improvement and the impact of new initiatives.

Official moderation materials are used and teachers regularly moderate across year groups and with partner schools.

## **Impact**

Our curriculum impacts pupils learning by fostering a deep love of reading and writing through high-quality literature, enabling them to develop strong comprehension skills, refine their writing abilities through rich vocabulary and diverse texts, and ultimately become confident, critical communicators with a broad literary repertoire, all while building a strong foundation for future academic success.

**Enhanced Reading Comprehension:** Children demonstrate deeper understanding of complex texts through close reading strategies and analysis of literary elements, facilitated by the program's carefully selected texts with rich themes and engaging narratives.

**Improved Writing Quality:** Consistent exposure to high-quality literature empowers children to produce well-structured, grammatically accurate writing with a wider range of vocabulary and stylistic choices, adapting their writing for different purposes and audiences.

**Developed Critical Thinking Skills:** The curriculum encourages children to actively engage with texts, forming their own interpretations and evaluating author's perspectives, fostering critical thinking and analysis abilities.

**Increased Engagement and Motivation:** The thematic approach and captivating stories spark children's interest in reading and writing, leading to greater engagement and motivation to learn.

**Broader Literary Awareness:** Pupils' are exposed to a diverse range of authors and genres, building a well-rounded literary knowledge base and appreciation for different writing styles.

**Stronger Vocabulary Acquisition:** Deliberate focus on rich vocabulary within the texts allows children to expand their vocabulary and use language more precisely in their writing and communication.