



Our Writing Curriculum

“We write to investigate and explore our creativity, our emotionality, our talent and our unique view of the world. Writing is a discovery”- Pie Corbett

Work Together

We aim to:

- Make Writing accessible to all
- Inspire quality writing through exploring a range of genre and form
- Develop the key skills of writing, whilst exploring and developing techniques
- We want writing to be inspired by reading great authors, cross curricular, related to our personal interests and purposeful and celebrated. By our school and wider community
- No child should ever have their creativity stifled by lack of support

Grow Together

- Our school is a Talk 4 Writing school because we believe that the spoken word underpins the written word. Oracy and reading are the gateways to writing: the children follow model texts and rehearse from a bank of oral stories before they write, edit and publish.
- Pupils are encouraged to experiment and play with the written word to produce to produce poetry, fiction and non-fiction texts via digital and more traditional methods.
- They are given opportunities to see writers write via teacher modelling and writer workshops.
- They are encouraged to be constructively critical of their own and other’s work and develop a growth mindset.
- We encourage the use of adventurous words by modelling interesting vocabulary and using the ‘Word of the Day’ (KS2) in our writing. We encourage children to think about the root and etymology of words.
- Grammar and punctuation are incorporated, where possible, into Talk4writing lessons. More discrete grammar and punctuation lessons supplement and ensure coverage and progression.
- In Key Stage One, daily phonics lessons follow the Letters and Sounds programme before daily spelling lessons are introduced in Key Stage Two using an activity carousel.
- Pupils will be encouraged to publish their work in a variety of ways.
- Pupils are encouraged to write neatly and are expected to be joining their writing as soon as possible. Regular handwriting practice underpins this.

Support is given to children by teachers, TAs, the use of ICT and peers to ensure that each child can reach their full potential in all areas of writing. Interventions such as

Word Wasp are made available to the children who need them. I pads are available to every child to enable accessibility via technology and our staff are adept at using them.

Subject leaders will regularly assess writing across the school both formally using Comparative Judgment and informally by discussions with other children and teaching staff about the work produced across the school.

Flourish Together

Our children produce exciting, well-presented writing which they enjoy sharing in a variety of ways including:

- 1:1 with peers and teaching staff
- Sharing with the whole class, orally and via interactive screens and recordings
- On social media such as Facebook and Twitter to parents, the wider community and the world beyond
- Sharing with other schools
- Presenting in assemblies
- On school display boards and in class books

Progress is measured via:

- The use of Comparative Judgement – both across the school and nationally
- Book comparisons and moderation across the WVLN
- AFL to ensure that we are reactive to the needs of the individual
- Spelling, Comprehension and Reading Age tests 2x per year
- Phonics Screening (Y1), KS1 SATS (Y2), KS2 SATS (Y3)

- The writing process and outcome is regularly reviewed and updated through staff and SLT meetings.

- As pupils progress there will be an increasing expectation of accuracy and refinement in their writing.

- The true measure of success is that our children enjoy using their writing skills for a variety of purposes and across the whole curriculum.