



## Writing Curriculum

### INTENT

- **Our Vision**

At Stone CE School, it is our intent that our children will achieve their full potential and become independent, 'lifelong learners' who are prepared for the future. We know that purpose and audience are central to effective writing. Children need to have a reason to write and someone to write for. We aim to provide children with the opportunity to write for a variety of purposes and different audiences. We use a range of high-quality texts to inspire writing and make meaningful cross-curricular links in order to allow the children the chance to enjoy writing across the curriculum. The children write in response to a wide range of stimuli, including stories, plays, poems, film clips, personal interests, experiences and activities in the classroom. We ensure that the teaching of grammar and punctuation is linked to written work in order to allow children the opportunity to apply their learning to their writing. We aim to make writing real and purposeful and encourage children to work on editing and improving their drafting skills and their use of grammar, punctuation and spelling. We aim to develop the children's vocabulary by exposing them to a rich language environment with opportunities to hear and confidently experiment with new words as well as explicitly teaching new vocabulary.

- **The rationale**

Writing is an important part of everyday life. At Stone School, we believe it is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them. Writing enables children to communicate with people around the world and, when building on experiences, it encourages thinking and communication skills to grow. Our writing process (The Write Stuff) allows children to develop their skills, language and vocabulary, building upon them year on year, and develop their understanding of audience through editing and revising their writing.

- **Meeting the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils**

Teachers use the progression of skills document to ensure that the writing curriculum is taught progressively and builds upon prior knowledge. English lesson plans identify different groups and show how they will be either supported or challenged in lessons. Teachers set tasks that can be completed in mixed ability pairs or groups to ensure that less able pupils or those needing additional support can be supported by their peers. Teachers and teaching assistants work with identified groups of children in lessons to support and challenge them in their writing and SEN and lower attaining children are part of guided groups regularly in lessons. Disadvantaged children are given twice weekly verbal feedback to ensure they are keeping in line with their peers. A subject guide for staff has been produced by the subject leader which gives examples of what a child should be achieving to be considered greater depth in writing. Teachers use this information to help set challenging tasks that would show children are working at greater depth. Groups of children are monitored through termly assessments and pupil progress meetings.

- **Reading in this subject**

We know that reading and writing are intrinsically linked and therefore ensure we use a range of high-quality texts to inspire writing. Children are regularly exposed to new vocabulary and then encouraged to use this in their writing. High-quality, topic related texts are central in English lessons and used as a stimulus for a range of writing genres including reports, recounts, narrative texts, poetry, diary extracts and many more.

## IMPLEMENTATION

- **Introducing new learning**

Phonics is taught daily from EYFS to Year 1 and introduces new sounds and spelling patterns, as well as consolidating previous learning. From Year 2 onwards new spelling patterns are introduced in weekly spelling sessions and reinforced throughout the week. A comprehensive progression of skills document has been drawn up and introduced to show the progression in writing from EYFS to Year 6. This clearly shows what knowledge and skills children need to have gained in previous years to ensure they are ready for the next step in their learning. Because these are passed up with children throughout their time at Stone School, teachers use this document to check for any gaps in previous learning and can address these before then moving the children on to ensure that children are developing their understanding and acquiring the skills they need.

- **Teaching approach**

At Stone School, we have adopted 'The Write Stuff' by Jane Considine to bring clarity to the mechanics of writing. 'The Write Stuff' uses a combination of 'experience lessons' and 'sentence stacking lessons' to help children develop their writing. 'Experience lessons' help to build children's knowledge about a topic and ignite their imagination. 'Sentence stacking' refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. An individual lesson is broken in to 3 learning chunks and each learning chunk has three sections:

- **Initiate** section – a stimulus to capture the children's imagination and set up a sentence.
- **Model** section – the teacher close models a sentence that outlines clear writing features and techniques.
- **Enable** section – the children write their sentence, following the model.

Children are challenged to 'Deepen the Moment' which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

'The Write Stuff' uses three essential components to support children in becoming great writers  
The three zones of writing are-

- **IDEAS** - The **FANTASTICS** uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas (for example feelings, noticing, touching).
- **TOOLS** - The **GRAMMARISTICS**. The grammar rules of our language system and an accessible way to target weaknesses in pupils grammatical and linguistic structures (for example adverbs, purpose, passive and active voice).
- **TECHNIQUES** - The **BOOMTASTICS** which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual (for example symbolism, alliteration, metaphor).

Teacher modelling is an integral part of the process which demonstrates to children how to create their own high-quality pieces of independent writing, using all of the skills, knowledge and vocabulary taught previously.

In EYFS and Year 1, children are taught spellings as part of the Read Write Inc phonics programme. From Year 2 onwards the Twinkl spelling scheme is used to teach spellings. Children are introduced to the new spelling pattern and this is reinforced in spelling sessions throughout the week. Handwriting practise is also linked to spellings and taught using the Letterjoin scheme.

- **Schemes/resources**

Read Write Inc is used in EYFS and Year 1 to teach phonics and spelling patterns. From Year 2 onwards, the Twinkl spelling scheme is used to teach new spelling patterns. The Letterjoin scheme is used from EYFS to Year 6 to teach handwriting. As a school we now use 'The Write Stuff' to teach writing to our children. A wide range of high-quality texts are used as a stimulus for writing as well as a range of other resources including images, objects, sentence starters and the children's own interests.

- **Educational visits and enrichment activities to develop cultural capital**

During their time at Stone School, children participate in a range of trips and WOW days to support their development of writing across the curriculum. These include a trip to Waddesdon in Year 1 where they focus on 'Fairy Tales', a trip to the Roald Dahl Museum in Year 2, and a Year 6 trip to Windsor Castle where they learn about Queen Victoria.

- **Ensuring good progress and attainment**

Children's English books and teachers planning are monitored by the subject leader to ensure progress and progression in writing. Children complete 2 pieces of independent writing a half term which are assessed by class teachers. Teachers use this information to say whether children are WTS, ARE or GD in writing. This data is then monitored by the subject leader and compared to progress in reading and maths across the school, as well as compared to national data. This is monitored by the subject leader across the year and reported to senior staff in school.

## IMPACT

- **Expected outcomes**

That children have made good progress from their starting points, evidenced by teacher assessment. That assessment data shows that children's attainment is at least equivalent to national data.

- **How outcomes for pupils are measured**

Children complete 2 pieces of independent writing a half term which are assessed by class teachers. Teachers use this information to say whether children are WTS, ARE or GD in writing. Children's English books and teachers planning are monitored to ensure learning and outcomes in lessons are in line with the progression of skills for children. Interviews with the children take place once a year to ascertain the children's thoughts and feelings about writing as well as to get their perspective on what they have learnt.

- **Other outcomes**

Through our teaching of writing, we aim to ensure children develop a range of skills that they can apply across the curriculum. We aim to create independent, lifelong learners who can apply their writing skills to any situation and are able to write a range of different genres. We aim to help children foster a love of writing and the ability to write for any purpose and for any audience. We hope to help children develop their vocabulary and ensure they are prepared for the next phase in their learning.