



# Curriculum Statement - Writing

## Our Writing Curriculum

### Intent

The primary intention of our writing teaching at Strawberry Fields is to give our children the ability and confidence to communicate effectively in writing. In addition to teaching the physical essentials of good handwriting, we know that writers are able to express themselves effectively in clear and grammatically accurate sentences. Even when produced on a computer, the skills of a writer are essential to compose expressive and meaningful text, including completing key life-defining documents such as job applications and other essential paperwork. Further, we aim to allow children to love the creative freedom that comes with writing and to develop their vocabularies .

We are firm believers that most children need to be able to verbalise a sentence in order to write it, and as such, we aim to make explicit the link between spoken and written language. Equally, we know that often, the most confident writers are those who read regularly, so our determination to create a love of reading in all our children is an integral part of our writing teaching too. We also use real life experiences to engage children in their writing.

### Implementation

In Key Stages 1 and 2, our starting point for writing is usually a high-quality fiction book. The writing cycle always begins with in-depth analysis of the text, with a wide range of reading comprehension activities deepening the children's understanding of the plot, characters, settings and the choices of the author.

The basis for our writing cycle is:

- 1) Analysis of a high-quality fiction text
- 2) Vocabulary acquisition and grammar activities
- 3) Success criteria
- 4) Planning
- 5) Writing
- 6) Editing and redrafting

Reading comprehension, vocabulary and grammar tasks are all based on the text the children are reading. All activities are planned with an awareness of upcoming writing tasks, so that children are well-prepared when writing independently.

Ultimately, we encourage children to move towards independence as writers, using the structures and features learned in taught sessions and making considered choices about how to use them in their own work.

Writing genres, including both fiction and non-fiction and poetry, are mapped out so that an appropriate mix are covered and revisited over the children's time in school.

Some elements of Talk For Writing are also used in Key Stage 1 to support children's vocabulary development and speech.

Writing in Early Years uses the 'Helicopter Stories' approach. Children tell stories verbally, which are recorded by their teacher, and then read back to them for them to act out. Children develop their enthusiasm for writing, and their vocabulary and confidence.

We use Sounds-Write to teach phonics and spelling in Foundation Stage and Key Stage One. The Sounds-Write programme also runs into Key Stage Two, where it can be used to deliver whole-class spelling sessions as well as phonics and spelling interventions as required.

Letter formation is taught discreetly in Foundation Stage and Year One. We do not teach letter formation alongside phonics as we believe the primary and most important purpose of phonics lessons is to give children the knowledge and skills required to read. Children begin to join their writing in Year Two.

Each class in school has a daily English lesson to teach reading (through the analysis of text) and writing. All individual element of writing – handwriting, spelling, grammar, planning, editing and redrafting – can be taught discreetly, but always with the intention that what is learned in a discreet session is then incorporated into children's independent work quickly and effectively. We give children regular opportunities to produce writing in other areas of the curriculum – for example to record an investigation in science, or make comparisons between different localities in geography.

All children have the appropriate writing standards for their year group stuck into the English books. As soon as they are able, we encourage our children to begin to make their own editorial decisions about which of these features to incorporate into a particular piece of work, as well as referring to them when editing and/or redrafting their work.

## **Impact**

The impact of our writing curriculum will be assessed against the outcomes for our children.

- Measurable outcomes against end-of-year and end-of-key stage criteria
- Clear, demonstrable process in books over time
- The pace at which children are able to work, and the volume and quality of what they produce
- Moderated judgements with other professionals
- The quality of ALL written work, including that undertaken during other subject areas. This work should be of the same high quality as that produced in an English lesson

