



Langmoor Writing Curriculum

English Reading and Writing has a prominent place in all aspects of education and in society. A high-quality education in English Writing will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. A secure understanding of grammar and spelling is also crucial for children to become fluent writers. Creative writing develops imagination and can unlock curiosity and achievement across the whole curriculum.

Intent

Our aims in teaching English Writing is that all children will, to the best of their ability develop their skills in order to be successful in all of their future endeavours after they leave our school. It is designed to provide a relevant, progressive and a well-structured academic curriculum which enables children to develop and master a broad knowledge and wide range of skills. Literacy is a key driver of our curriculum, allowing children to unlock the power of language both spoken and written. Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Langmoor Primary School.

Our school believes that English skills are vital to the development of every individual child's learning journey, so they are prepared in all curriculum areas - and for their future life goals. A broad and balanced English programme is offered using objectives from the NC has supported and determined the skills that each year group and Key Stage covers; however, a range of genres have been selected to study that promote the skills in interesting, creative and engaging ways for our children.

A variety of resources are used to promote a writing (and linked reading) culture, through the use of artefacts, visitors & trips, books and new technologies. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks across all curriculum areas, which allows them to develop their skills with application in different contexts through the use of peer support.

Links are developed from EYFS and across both key stages, so that the children learn growing independence and have opportunity to move their own learning forward at their own pace throughout our school journey.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement
- exhibit very positive attitudes towards writing
- use and understand language as speakers, readers and writers
- are competent, confident and independent in with writing skills
- have an awareness of different audiences and purposes for writing
- apply their grammatical knowledge in their writing

- apply their phonetical and spelling knowledge in their writing
- apply the English language in all areas of the curriculum

Writing @ Langmoor - children will:

- Develop the necessary skills to use the English language confidently, appropriately and accurately.
- Be able to speak, write and read Standard English fluently and accurately.
- Be able to listen to the spoken word attentively, with understanding, pleasure and empathy.
- Be able to read a range of materials fluently and with understanding, for enjoyment and information - showing application to their own writing.
- Fully understand the use of grammar and spelling rules.
- Be able to write effectively for a range of audiences and purposes, using spelling, punctuation and syntax, accurately and confidently.
- Be proud of their writing and achievements with presentation as well as content.

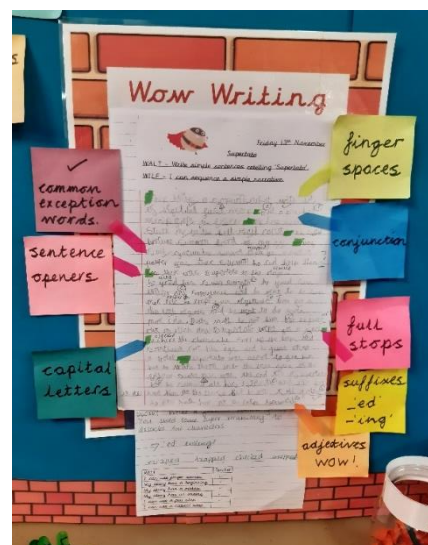
Implementation

Our English writing curriculum is derived around high-quality age-appropriate stimuli and quality texts. This also includes: film, clips, picture books, images and music for inspiration from visual Literacy and to inspire the less motivated writers. We follow a Talk for Writing programme where children can build on their writing skills across the year groups and Key Stages. Handwriting, grammar and spelling is embedded into all writing lessons. Children learn and enjoy from a wide range of taught units and have the opportunity to show skill development across year groups, embedding their knowledge and understanding of vocabulary and specific grammar or text type skills needed.

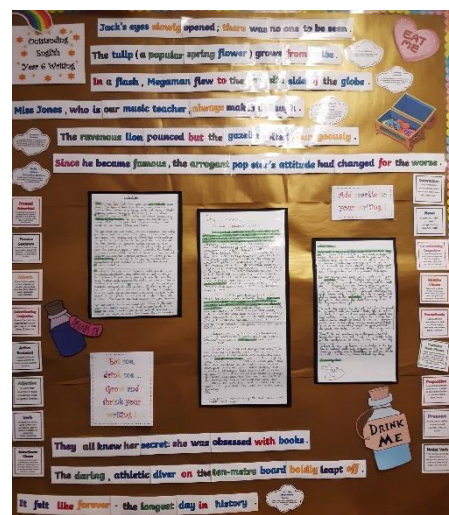
Writing Progression of Skills

As stated in the National Curriculum the writing process plays an important part in the development of writing, the children will be taught how to:

- plan
- draft
- evaluate
- edit
- proof-read
- present

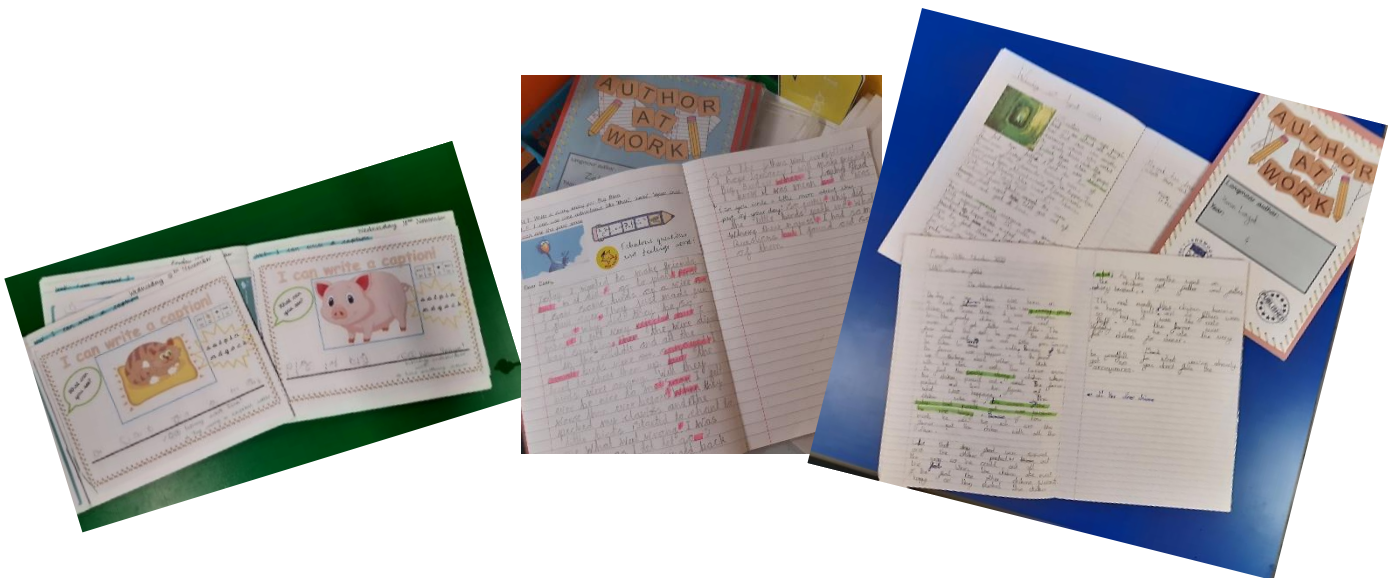


We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made. To engross children in the writing process, children are given opportunities to write for a range of purposes; they are encouraged to think about and engage the intended reader. Particular attention is paid throughout the school to the formal structures of English; grammatical detail, punctuation and spelling.



Throughout Early Years, Key Stage 1 and Key Stage 2, writing is based on the interests of each cohort. Writing opportunities are sourced and developed based on the needs of each cohort each year. Our curriculum allows children to have the opportunity to explore rich, high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of this is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives set out in the National Curriculum – reviewed closely by the Literacy coordinator.

At Langmoor our curriculum very much focuses on the needs of individual child. Children access a personalised curriculum with their enjoyment and attainment in mind at all times. Within each writing unit children are taught the formal structures of English appropriate to their current ability. This may include covering the curriculum from previous year groups. We believe children should be secure in a year group before moving onto the next year groups' curriculum; this ensures children's skills are embedded before moving on.



If a child is confident within their year groups' curriculum, they will not move onto the next year but will master their current year group. This includes lots of opportunities to write from different perspectives and in older classes the opportunity to decide purpose and audience drawing on independent ideas and concepts.

Talk for Writing

Talk for writing allows children to engage in their own writing process. Developed by Pie Corbett, supported by Julia Strong it is powerful because it is based on the principles of how children learn. We follow the principles of Talk for Writing at Langmoor across all year groups and Key Stages, which encompasses active learning and working walls to support understanding.

- Children get to show case their knowledge through 'Cold and Hot tasks' that wrap around the main unit taught. Here specific and individual targets can be set for all children.
- All children will develop their vocabulary banks, experience shared reading and writing, learn from teacher modelled writing, be confident speakers in drama and grow their attainment though quality teaching with high level texts and stimulus.
- In each unit children will show case their writing through a Fiction and Non-Fiction independent writing assignment which is used for assessment and a showcase of their skills.

Some additional units are also taught in year groups to meet the needs for the children and the national curriculum, such as creative poetry units, writing around special days or trips and short units to secure punctuation and grammar understanding.



Grammar

The English National Curriculum states: *'Explicit knowledge of grammar is very important, as it gives us more conscious control and choice in our language.'* Young readers and writers need to understand how language is organised to make meaning and communicate effectively. Whether developing oral confidence in EYFS, or choosing the grammatical structure and organisation for a persuasive letter in Year 6, concepts must be explicitly taught and children guided in their effective selection and application.

Young readers and writers need to understand how language is organised to make meaning and communicate effectively, they can then make wise choices when applying grammar to their own writing.

Grammar is embedded into creative writing lessons and taught when children need them in review to each year's cohorts needs. Grammar is tested termly in KS2 to secure progression and to inform teaching needs.

Spelling

Our teaching of Spelling is in line with the requirements of The National Curriculum. To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils can concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching, which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.



More Able

More able children are monitored by the HPL coordinator each term. Opportunities to develop creative writing and writing skills happen in all lesson; however, we also endeavour to give more opportunities for these children when we can to inspire their curiosity and creativity. This had included:

- Special trips to inspire writing
- Visitors in for Literacy workshops
- School Newspaper
- Leading assemblies
- Working with authors
- Extended writing opportunities in all lessons



Assessment

Writing will be assessed throughout the year by teachers. Formal assessments and 'published work', will be completed twice each half term using our ITAF skills sheet, and then monitored for progression.

Leadership and Management

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

Partnerships with Parents

Every term parents are given a 'Supporting your Child Letter' for each year group. Information is given about topics and genres that will be covered, this includes vocabulary and spellings needed. We also have knowledge organisers for each unit across the curriculum to support home learning. Homework is set weekly and always includes spelling, and an English based task.






We have an open door policy and talk to parents daily on the playground if they need support or advice. In addition to this we have formal parent meetings twice a year, and parents get to look through their children's books at the second meeting to celebrate their hard work. We give certificates for hard work and personal achievements – this is also shown in our newsletter.

Impact

We strive to ensure that our children's attainment is in line, or exceeds, their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment, or from their starting point in Nursery.

We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey with a love and passion for their creativity and writing skills in all areas of the curriculum.

Policy links -

-  Handwriting Policy
-  Presentation Policy
-  Reading Curriculum
-  Spelling progression
-  Grammar Progression

Reviewed by: KMG 2022