



Langmoor Writing Curriculum

English Reading and Writing have 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 the 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 the 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 the content.

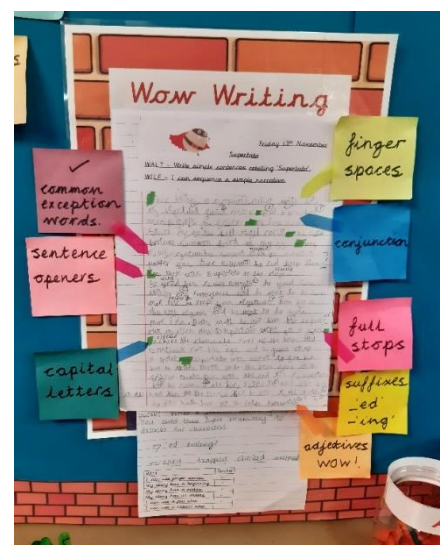
Implementation

Our English writing curriculum is derived from 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 are embedded into all writing lessons. Children learn and enjoy 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.

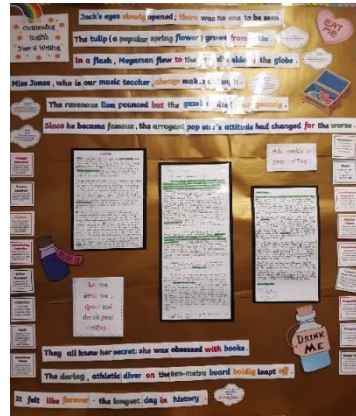
Writing Progression of Skills

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

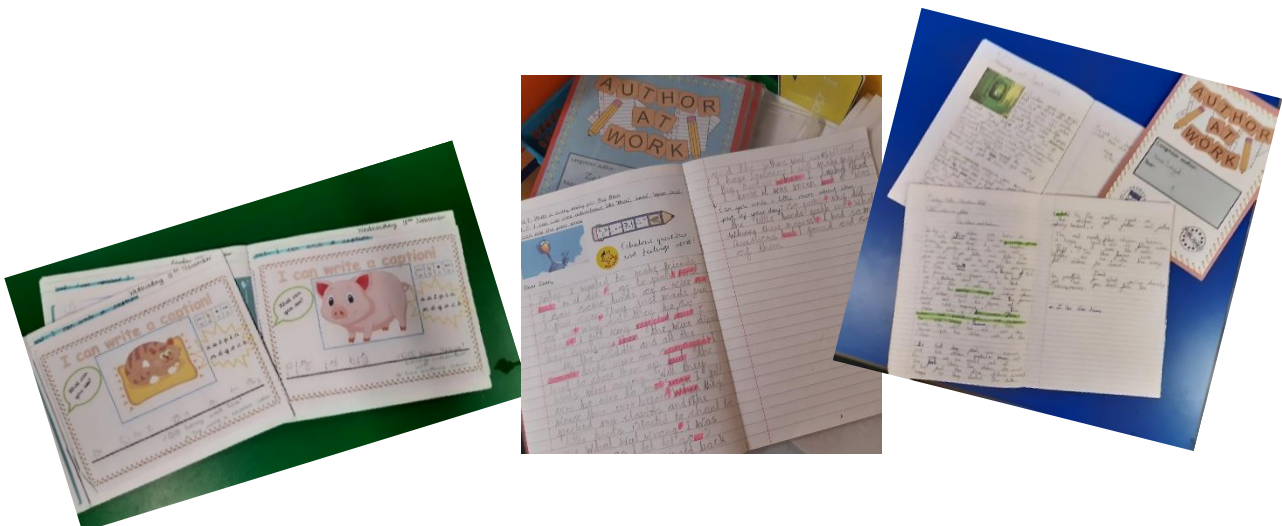


We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made. To engross children in the writing process, children are given opportunities to write for a range of purposes; they are encouraged to think about and engage the intended reader. Particular 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 the 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. A deeper focus on vocabulary choices is encouraged at the higher level of writing assessment (Greater Depth) as well as a specific choice of grammar/punctuation for 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. Whilst we strongly embed ideas from the programme, we do not exclusively follow the structure all of the time, this allows for creativity and freedom to make changes to suit the children being taught each year. The features that we consider to be non-negotiables:

- ❶ 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.
- ❶ 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 through quality teaching with high level texts and stimulus.
- ❶ In each unit children will showcase 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 of 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.

Each year has their own mapping showcasing unit hooks as well as linked reading novels to each unit to promote further themed ideas and a wider vocabulary bank is generated. Every unit will be showcased on the changeable displays within each classroom; children know that the is information here to support their learning.



Grammar

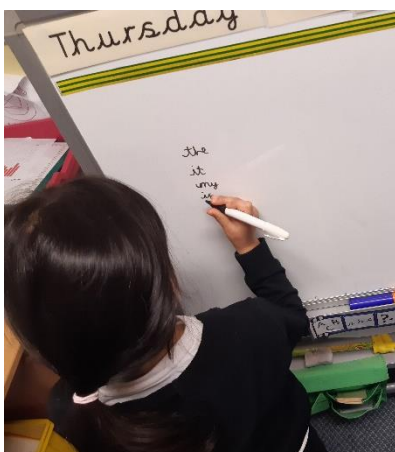
The English National Curriculum states: *'Explicit knowledge of grammar is very important, as it gives us more conscious control and choice in our language.'* Young readers and writers need to understand how language is organised to make meaning and communicate effectively. Whether developing oral confidence 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 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.



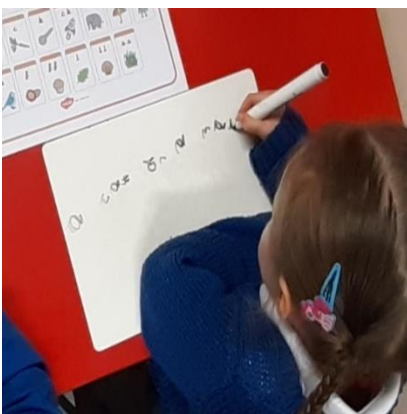
We have a whole school approach following 'Spelling Shed SOW' in KS2 to show secure learning and development across the year groups. This progresses from EYFS and KS1 focus on phonics taught through Essential Letters & Sounds programme; this is continued into KS2 with some children. All year groups give spelling rules/patterns / NC word list words for homework and regular testing of these is important in every year group. Children can play games on the Spelling Shed and teachers can set assignments for home learning, which can be monitored to create individualised lists for children.

In Reception and KS1, daily phonics is the key to the children's learning of reading, writing and spelling. From Year 2 and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology (word structure) and orthography (spelling structure) of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Phonics is monitored by the class teacher closely and direct coaching is given if children need additional support.



When writing, children should be concentrating on higher-order thinking skills and should simply 'have a go' at spelling. Where words are spelt incorrectly, they are identified in their books. Children are then given the correct spelling, copying it correctly at least 3 times in their books. Staff also recognise common errors in class and these are added to weekly spellings when appropriate. All children have access to dictionaries and NC word lists in their classrooms; they are encouraged to use them as much as possible in their independent writing to show off their understanding further.

Handwriting



On entry, our Foundation Stage children are involved in varied activities to develop essential prewriting skills in line with the Early Learning Goals; there is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. Children are introduced to the individual letters and rigorously taught correct formation, from the very beginning of their time in school. From the time that children are ready, they are taught to sit with a good posture and are taught to hold a pencil with the correct grip. Cursive formation is encouraged as soon as children are ready (although, this may not be seen until KS2).

We teach handwriting in all year groups; progressing from handwriting books in lower years to completing less and in then within the English books in higher years (and using pen for practise in higher year groups). Some teachers use Bubble Writing or look/cover/check for interventions. Children often link their handwriting practise to their weekly spelling patterns or to grammar skills they are currently learning.

Pen licenses are only issued when the Headteacher has seen consistently good handwriting in line with year group expectations and within all books across the curriculum.

SEND & Interventions

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

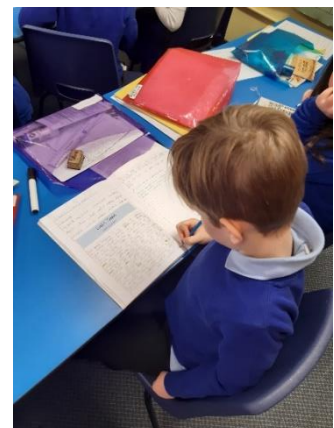
SEND needs are monitored by the SENCO termly and teachers work closely with her to ensure children's needs are met. Interventions are put in place and monitored carefully to ensure children make progress.

- ✓ ELS phonics coaching for spelling and reading
- ✓ Rapid Reading for Vocabulary (*and reading*)
- ✓ Extra hardwiring support and guidance for motor skills
- ✓ Additional creative writing boost groups for fluency writing and grammar skills

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
- 📌 Leading assemblies
- 📌 Working with authors
- 📌 Extended writing opportunities in all lessons



Assessment

Writing will be assessed throughout the year by class teachers; it is monitored and moderated by all staff throughout the school. Formal assessments and 'published work', will be completed twice each half term using our ITAF skills sheet, and then monitored for progression. Cold writes are great for initial assessment compared to the hot write. SPAG tests will also take place as well as spelling tests.

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

Online Resources -

- ❖ Phonics Shed
- ❖ Busy Things
- ❖ Literacy Shed Plus
- ❖ Deepening Understanding
- ❖ ELS library
- ❖ Purple Mash
- ❖ Oxford Reading Buddy

Year Group Organisation and Specific Progression Expectations

Daily lessons are allocated to the 'formal' learning of reading, writing, speaking and listening skills: links made where possible. Informal learning takes place throughout the day and throughout all curriculum areas to ensure good cross-curricular links e.g. Children in KS2 might write a non-chronological report on the Tudors, or a newspaper linked to Victorians. Children may work as a whole class, small groups or individually. Groups may be of similar or mixed ability to enhance peer support.

Foundation Stage

Children in Reception classes study the objectives set out in the Early Learning Goals. The prime area for English is Communication and Language with strands of Reading and Writing throughout.

In Reception class, the elements of Literacy may be covered across the day rather than in a single unit of time. This is to enable more use of outdoor learning and to incorporate a structured phonics lesson as part of Literacy teaching.

Children will follow the structured Essential Letters and Sounds (ELS) programme for their daily phonics lessons. They will have a workbook to show off their knowledge and develop progression across the phases.

Here, children begin their writing journey as the class teacher will incorporate Talk for Writing skills, including actions for key terminology so that children can tell their stories verbally as well as writing them down in their learning logs.

Communication and Language

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Literacy

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

KS1

Handwriting: Practise can be seen in children's personal 'ELS' phonics books. If a child struggles with letter formation they may need an additional handwriting book where they can practise further.

National Curriculum: All classes follow the NC objectives for their year group. We also use Pie Corbett, Talk for Writing Grammar progression detail for Fiction / Non-Fiction and for SPAG progression.

Phonics & Spelling: Children will recap phases of ELS as appropriate before moving on in Year 1, evidence to be seen in their workbooks. In Year 2, children again recap any phases they need to before moving on to The Spelling Shed SOW spelling programme. Children will be encouraged to use their weekly phonics words in their creative writing lessons.

Creative Writing: Children will experience and have the opportunity to write across all areas of the curriculum, not only in their English lessons. English skills and writing can be seen in children's English books / Topic folders and their Author Publishing books.

Assessment: Termly Phonics tracking. Children's writing is assessed throughout all lessons informally; in addition to formal 'Cold' and 'Hot' writing tasks in their Author Publishing books and reported three times a year to the Head Teacher.

Homework: *see Homework policy*

SEND: Children with SEND needs will be monitored closely by the Class teacher and SENCO. They will participate in intervention groups as appropriate. Some children may need to be part of an ELS intervention group if they are falling behind. Additional handwriting will be given to children who are still finding letter formation difficult and who are not expected to be joining their letters by the end of Year2.

More Able: More able children will be encouraged to work more independently, drawing on their own reading for inspiration and developing their own vocabulary choices. They will have the opportunity to do extended writing activities as appropriate to the lesson being taught.

KS2

Handwriting: In LSK2 children will practise their handwriting in a separate handwriting book. If a child struggles with letter formation they may need an additional handwriting book where they can practise further with a small boost group intervention. In UKS2 children will practise their handwriting less often and this will be seen in their main English book, unless they need a separate handwriting book for small boost group intervention to support their fluency and letter formation.

National Curriculum: All classes follow the NC objectives for their year group. We also use Pie Corbett, Talk for Writing Grammar progression detail for Fiction / Non-Fiction and for SPAG progression.

Phonics & Spelling: In Year 3 children will recap phases of ELS as appropriate in addition to learning The Spelling Shed spelling programme. All other year groups will follow The Spelling Shed spelling programme, some children will still need support through Direct Phonics or ELS intervention. Children will be given weekly spelling lessons and tests, as well as using the online games tool for practising.

Creative Writing: Children will experience and have the opportunity to write across all areas of the curriculum, not only in their English lessons. English skills and writing can be seen in children's English books / Topic folders and their Author Publishing books. Children will also have the opportunity to show off creative writing in some Reading lessons (see Reading policy).

Assessment: Spelling (Vernon) is tested twice a year in addition to weekly spelling tests. Children's writing is assessed throughout all lessons informally; in addition to formal 'Cold' and 'Hot' writing tasks in their Author Publishing books and reported three times a year to the Head Teacher. All children in KS2 will also take termly SPAG tests to monitor progress (Rising Stars); Year 6 will use past SAT papers.

Homework: *see Homework policy*

SEND: Children with SEND needs will be monitored closely by the Class teacher and SENCO. They will participate in intervention groups as appropriate. Some children may need to be part of an ELS intervention group if they are falling behind. Additional handwriting will be given to children who are still finding letter formation difficult and who are not joining their letters fluently. A writing boost group will support children with creative writing and SPAG (Rising Stars Intervention) in all KS2 classes.

More Able: More able children will be encouraged to work more independently, drawing on their own reading for inspiration and developing their own vocabulary choices. They will have the opportunity to do extended writing activities as appropriate to the lesson being taught and take part in additional independent learning sessions (Inspiring Writing / Pobble / Linked writing to current topics)

Reviewed by: KMG Summer 2024