



Curriculum Aims

Subject – Writing



Aims & content of the Writing curriculum at Mount Primary

At Mount Primary School, we follow the National Curriculum for English. We want our children to be able to communicate accurately and effectively both verbally and in writing, to express themselves and to enjoy writing for a range of purposes and audiences. As they move to the next stage of their education, they will be able to operate effectively in any situation. We want children to leave Mount Primary School with a love of language, the ability to write confidently and to understand the impact that their writing can have on others.

We believe that high levels of spoken language lead to high standards in writing, and we want our children's communication skills to open doors for them. Being able to express their feelings, ideas and opinions effectively in writing and speech will have a positive effect on their well-being and will enable them to be successful in any walk of life. As part of the writing process, children are taught to verbalise ideas before writing them down. An emphasis is placed upon the oral rehearsal of sentences and teachers model this and metacognitive skills through their own writing at the front of the class. Children are encouraged to share their work and to read it aloud. Drama, role-play and debates are all used to develop children's spoken language.

In EYFS, opportunities are taken to develop fine and gross motor skills throughout all areas of the environment. There is an emphasis on correct letter formation which is modelled to children on a daily basis during phonics sessions. Children are shown how to write CVC words, captions and simple sentences and rapidly move to doing this independently. Writing opportunities are planned for throughout the provision and staff intervene to ensure that children write accurately whenever possible.

Writing is planned in response to high quality texts and children are taught to write in a range of genres and for different audiences and purposes. Genres are introduced through high quality models and children apply their reading skills to analysing this making clear the link to reading. Through a carefully planned sequence of lessons, children are taught how to plan, write and edit through clear teacher modelling. Overwriting is sometimes used to model structures for children to emulate.

We recognise that feedback has the greatest impact when given at the point of writing and where children are given the opportunity to act on it straight away. Staff give precise feedback to children during the lesson and children respond to this and make changes in purple pen. This allows the staff to see progress and helps pupils to look back on their learning. This may address errors in grammar, punctuation and spelling and as children progress, will also encompass ways of improving writing in terms of its impact upon the reader. Grammar and spelling are taught explicitly, through texts and teacher modelling. Daily spelling lessons focus on age related spelling as well as closing gaps. (Please see phonics statement for more details). Grammar and spelling plans focus on knowledge rather than skills, for example, rather than saying 'to use synonyms' we want children to know that 'Synonyms are words which have the same or similar meaning e.g. hot/ roasting' 'Every Piece, Every Time' checklists are used to ensure grammar non-negotiables from the previous year group are applied.

Writing will take place in other areas of the curriculum and consideration will be given to the audience and purpose; children are encouraged to write as geographers or historians and to apply the skills they have learnt in their English lessons, using the content they have learned in the wider curriculum subjects. Standards are expected to be maintained across the curriculum.

How do you know children have learned that knowledge?

Children are regularly given the opportunity to write in response to prompts linked to carefully chosen texts. Through this writing, they are able to demonstrate the knowledge taught. Planning ensures that children are given multiple opportunities to write in a genre in order to apply new knowledge and skills gained from feedback to subsequent writing. This allows the teacher to look at progress and plan for next steps. Children also demonstrate their knowledge through discussions and when writing in the wider curriculum.

How the writing curriculum caters for all learners:

- Spelling and phonics resources are available to support children in their writing
- Working walls are used to share models and support all learners
- Where children may be lacking experience or knowledge to engage with aspects of writing, teachers plan to address this
- Planning includes possible misconceptions and how these will be addressed
- Models of planning and writing (including overwriting) can be differentiated to meet the needs of different groups
- Where motor skills are a significant barrier to children writing, solutions such as typing on a laptop are used in addition to continued handwriting support

How does your content selection develop pupils' cultural capital? (Knowledge they need to become educated citizens – introducing them to the best that has been thought and said and to appreciate human creativity and achievement).

Writing is linked closely to texts which have been selected to text which have been carefully chosen to showcase a broad range of genres, authors and contexts. In addition to building cultural capital, this also promotes British Values in the form of tolerance for each other's differences. Children will come in to contact with classic and contemporary literature and have the opportunity to interrogate it and emulate it in their own writing. Opportunities are planned for children to write for real audiences and purposes giving them a clear connection to the outside world and showing them the power their writing can have.