



Jesus said, "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing." John 15:5

GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

WRITING CURRICULUM STATEMENT

Aims

At Great Horwood Church of England School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure that all our children develop a genuine love of language and the written word, through a text-based approach. We are committed to ensuring that our approach is inclusive and equitable, offering every child the support they need to fully engage with the curriculum and reach their full potential. Through our rich and varied English curriculum, we aim to inspire and excite our children and foster a thirst for writing to enable them to express themselves confidently, as writers, offering them an inspirational and exciting curriculum with original materials and opportunities that support and challenge them as they prepare for their lives beyond primary school. In our ever-changing world, pupils need to have the knowledge, skills and attitudes that will enable them to flourish as individuals and to be successful.

Intent

Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading and writing to the cross curricular topics being taught that term. We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.'

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information transferring the use of language into their own writing
- acquire a wide vocabulary, an understanding plus application of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas for writing
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Great Horwood CE School we are successful writers when:

- Children love to write communicating their ideas, thoughts and opinions
- Children use their knowledge of reading, phonics and words in their writing
- Children know the purpose and audience of their writing, reflecting on their own and peers writing
- Children can write in a variety of genres and know the features that they need to include in their writing
- Children use editing and redrafting skills to improve their writing for the reader, understanding that word choice and style changes can bring about improvements
- Children can communicate their writing in a neat legible style.

Implementation

Our whole curriculum is shaped by our school vision of 'I am the vine and you are the branches,' John 15:5 which aims to enable all children, regardless of background, ability, and additional needs, to flourish to become the very best they can be. We teach the National Curriculum, supported by a clear skills and knowledge progression which has carefully been tailored to the needs of all children here at Great Horwood School. We have devised skills and knowledge that are built on year by year and sequenced appropriately to maximise learning for all children to thrive.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear, and which engages the interest of the audience or reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling.

Teachers clearly model writing skills and document the learning journey through a consistent working wall, guided writing sessions are used to target specific needs of classes, groups and individuals. When doing so, they follow the structure of 'I do, we do together, you do together, you do it on your own.'

Throughout Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing.

Through the different units taught, children write both fiction and non-fiction pieces half termly applying the skills taught in context. Children are also given the opportunity for greater ownership of the writing at key points through each term so that they write as writers, make decisions about what to include, who the intended audience is and what the purpose is for the piece. Feedback from adults, peers and self-review is a key part of developing ourselves as writers.

While children learn the skills of writing and developing as writers within English lessons, their skills are applied in all aspects of the curriculum where they have opportunities to write for a variety of purposes, particularly in science, history and geography but also in more practical subjects such as design and technology within the design and evaluate sections of the lessons for example.

Children are taught discrete punctuation and grammar skills, appropriate to their year group, within our text-based approach to planning, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text. Children then apply the grammar and punctuation skills that they have learnt in their extended pieces of writing.

Spelling:

At Great Horwood, spelling is taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Common exception words are referred to as 'tricky words', as the children are unable to use their phonic knowledge to decode every part of the word. Once children are confident in reading and spelling common exception words, they are taught spelling rules and are encouraged to apply these rules in their writing. Class teachers use the spelling rules as set out in the National Curriculum by phase to support with the teaching of the different spelling rules and spellings are sent home in each year group as part of the children's home learning. Non-negotiable spellings are evident in each classroom along with the use of word mats, word of the week, and word vault books to support accurate spelling while in the composition stage of writing.

Phonics:

At Great Horwood School we follow the Little Wandle accredited scheme and approach to teaching phonics. The teaching of phonics begins in EYFS and builds progressively through Key stage 1, continuing in key stage 2 for some pupils. Emphasis is placed on listening carefully to sounds, then blending and segmenting sounds and words, being able to write and spell these accurately. Dictation is an important aspect of learning phonics and develops pupils as readers and writers.

At Great Horwood children are assessed in their phonics each half term and taught in groups according to their learning need. Opportunities for reinforcement of phonics and application of phonics in other curriculum areas are provided.

Vocabulary:

At Great Horwood, providing a vocabulary rich environment is of a significant focus in not only our writing but, across all curriculum subjects within our topic-based curriculum. To support the implementation of this, all classes have a 'word of the week' which is relevant to learning taken place. In Early Years, this is displayed on a vocabulary wheel, spoken, and used within provision and learning. In KS1, this also takes place but, is sometimes applied in their writing with scaffolding. In KS2, this is extended further where there is a display which shows the word with a dictionary definition and in context in several sentences. Children are expected to write this into their word vaults and use it within their writing during the week. Word vaults are used as a scaffolding tool and children in KS2 add to these through reading independently and in class and as part of new topic vocabulary which enables them to have the ability to use a breadth of vocabulary.

Other ways we scaffold and extend the use of vocabulary, is ensuring that all children across the school are provided with relevant resources to scaffold their learning including, knowledge organisers, writing word mats grammar and punctuation mats, phonics word mats and thesauruses.

Impact

The successful approach to writing at Great Horwood CE School results in an engaging, high-quality writing education, that provides children with the skills to succeed in all curriculum areas. By the time our children leave our school they will:

- Make good or better progress throughout the school from their starting points
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes

By the end of Reception most children will attain the Development Matters outcomes for 5 yr olds

Writing:

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly, and others are phonetically plausible.

By the end of Key Stage 1, most pupils will attain the expected standard from the national curriculum outcomes for 7-year-olds and will be able to:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Some children may have attained above the expected standard and will be able to:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing

- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters

By the end of Key Stage 2 most children will attain the age-related expectations for 11-year-olds and will be able to:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Some children may have attained above the expected standard and will be able to:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Progression in Writing

Progression is ensured using the National Curriculum which guides teachers in planning and setting appropriate and challenging expectations. The progression documents on the website illustrate how these objectives are set out in a sequential manner so that all abilities across the age ranges needs can be met effectively.

Wider impact of Writing and Books studied in English

Inclusivity and Equality

Great Horwood Church of England School is dedicated to fostering inclusivity and ensuring equality of opportunity for all pupils. When planning and teaching writing, staff will make reasonable adjustments to support the diverse needs of each pupil as an individual.

Specialised resources and tools for children with Special Educational Needs (SEN) will be purchased from the SEN budget and maintained by TurnItOn.

Lesson plans will scaffold learning in multiple ways, ensuring that all pupils can access high-quality, inclusive, quality first teaching. For pupils from disadvantaged backgrounds, with SEN, or who have English as an additional language, tasks will be broken down into smaller components to provide achievable goals. This approach enables

all children to build upon prior knowledge, reinforcing their understanding of the writing process and enabling them to reach their full potential.

Reasonable adjustments in the Writing Curriculum could include:

- Allocating adult support;
- Providing additional support materials (e.g., visual aids such as photographs, Makaton symbols, concept boards);
- Offering alternative resources (e.g., use of assistive technology, alternative materials for pupils with visual or hearing impairments);
- Modifying tasks (e.g., working on the same objectives but recording work through different mediums such as digital, verbal, or visual representation);
- Using pre-teaching strategies and knowledge organisers;
- Incorporating images, videos, and experiences (e.g., trips) to enrich cultural capital;
- Supporting pupils with reading and writing difficulties through scaffolded tasks, alternative recording methods, chunking of learning, and opportunities to revise key concepts;
- Providing group work, voice typing, or scribes for pupils who need support with written expression;
- Modelling tasks to avoid overloading working memory;
- Offering small group work and mixed ability grouping for pupils with low self-esteem, using scaffolds and chunking to build confidence and success.

This commitment ensures that every child, regardless of background or learning needs, can thrive in writing lessons. For more information, see the 'SEN Policy.'

Spiritual, Moral, Social & Cultural (SMSC) Development in English-writing

Spiritual

- English supports spiritual development by engaging children with poetry, fiction and drama.
- Through English, children can explore and engage with the feelings and values found in a wide range of genres.
- In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g., when responding to text through drama or Real Reading thinking stems. By appreciating the beauty of language, e.g., poetic language within stories and poems.

Moral

- English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.
- By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives.
- When they do this they are developing their speaking, listening and higher order thinking skills. E.g., Fairy tales, myths and legends, Wonder, The Iron Man, Stig of the Dump, The Tempest. By considering different perspectives and showing empathy

Social

- English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.
- By supporting conceptual and language development through an understanding of and debates about social issues, e.g., refugees, bullying, stereotyping, conformity, homelessness.
- Work collaboratively, e.g., as part of a dramatized response; to prepare a verbal response to an argument; to evaluate each other's work.

- By providing opportunities for learning to continue at home e.g., through homework projects; through Reading Together events; through spelling games.
- By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g., worship, assemblies, performances and structured discussion.

Cultural

- English supports cultural development by exposing children to a wide range of written language from a range of cultures.
- In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.
- By providing opportunities for pupils to engage with texts from or representing different cultures, e.g., Black History, The Great Kapok Tree, the Rain Player. Through events such as 'Share a Story' pupils share stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'.
- By providing opportunities for pupils to engage with texts and authors that represent our strong literary heritage, e.g. Julia Donaldson, AA Milne, Shakespeare, Dickens, Morpurgo, Ted Hughes, Saches, J Wilson, JK Rowling and Anthony Browne.
- By providing opportunities for children to visit the theatre and experience theatrical productions.