



Writing at Enfield Academy

Curriculum Intent

At Enfield Academy, our intent is to ensure that all our pupils are able to use high-quality writing to communicate their thoughts, ideas and emotions effectively at Enfield Academy and beyond.

Writing is an integral part of our curriculum. All children from EYFS to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. On their journey at Enfield Academy, pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our book-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing, which enables the children to write for purpose and audience. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose; allows the opportunity to explore a variety of genres; enables them to plan, draft and re-draft their writing. In order to establish this, pupils develop their knowledge of genre features, audience, language and effective composition. Writing requires an understanding of these aspects of composition as well as the ability to develop automaticity in transcription. It is essential for pupils to develop automatic, fluent, legible handwriting that they can maintain at pace. Automaticity in transcription allows children to focus on their composition by ensuring that handwriting and knowledge of spelling patterns and rules are fully embedded. It is our intention to broaden our pupils' exposure to high level vocabulary in order to allow pupils to apply their understanding of vocabulary and grammatical features within English and across the curriculum.

Through English, pupils learn to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies. We intend that pupils will be taught to control their understanding of spoken and written language and know how to use Standard English effectively in writing.

At Enfield Academy we follow the National Curriculum to ensure our children...

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. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding 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



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a range of contexts, purposes and audiences,

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Curriculum Implementation

At Enfield Academy of New Waltham, we use a plethora of high-quality literature to inspire our writing and a range of stimuli which ensures our pupils engage with and enjoy writing. and description. As a school, we have devised our own approach to the writing process through the use of carefully designed sequences of lessons demonstrated on unit plans. Unit plans begin with an examination of the genre and key structural and grammatical features associated with the text type. Pupils will then be given the opportunity to explore grammatical and punctuation features in depth and in appropriate context for their writing before moving on to plan and research their own writing. Teacher modelling is an essential part of the writing process at Enfield Academy which is demonstrated before pupils begin to draft their own work. Pupils are provided with the time and opportunity to revise and edit their own work before working collaboratively with their peers to improve each other's work. We use peer critique to inspire critical thinking, develop the process of collaborative revising and fervently celebrate writing pieces across the school.

In EYFS, our children are:

- taught to link sounds and letters and to begin to write using Phonics Bug,
- given an array of writing opportunities throughout their play and exploration,
- encouraged to develop their own narratives and explanations by connecting ideas or events.

In KS1 and KS2, our children are taught to:

- speak fluently and confidently,
- use appropriate punctuation for their age,
- link sentences and paragraphs together using cohesive devices,
- develop their own individual author's voice,
- reflect on and edit their work independently and through peer critique,
- write increasingly complex stories, poems and a range of other text types, building on their knowledge of features each year.

All children have daily exposure to writing. In EYFS, children begin with mark-making before rapidly progressing to forming graphemes that represent the phonemes they have been taught through Phonics Bug. Pupils will have the opportunity to orally construct sentences that the adult will scribe for them to ensure they develop an understanding of writing as a form of communication. Pupils progress to writing their own words, phrases and captions to encapsulate meaning relating to visual stimuli.



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During child-led learning through play provision, additional mark-making and writing opportunities are provided. By the end of Early Years, pupils will have the opportunity to write simple sentences that demonstrate their understanding of appropriate grammatical structures and use phonetically plausible spellings.

In Years 1-6, pupils use the class text as a basis for their writing. Children are provided with opportunities to discuss and engage with the text and the genre before being guided along their writing journey. In Year 1, there is a focus on the transcriptional elements of writing to ensure pupils develop automaticity with handwriting and spelling. In Year 1, pupils develop their understanding of spelling rules and patterns through the continued use of Phonics Bug. In Year 1, pupils are encouraged to develop their writing skills orally as a form of communication before moving on to encapsulating their meaning through written communication. Children are given authentic experiences as a basis from which to write. In Years 2 – 6, pupils are provided with cross-curricular writing opportunities. Pupils begin to use Spelling Shed to further develop their understanding of morphology, etymology and spelling patterns and rules.

From Early Years to Year 5, pupils follow the Nelson Handwriting scheme for the teaching of handwriting to ensure fluency and automaticity in legible, joined handwriting by the end of Year 5. In Years 1 – 6, writing lessons begin a retrieval activity which focuses on grammar and punctuation that pupils have already been taught.

Curriculum Impact

Assessment criteria has been developed in line with the National Curriculum requirements and enables us to assess children as they move through each stage of their learning journey. We regularly attend Moderation Meetings in the Humber Hub of the Enquire Learning Trust for all year groups to discuss standards wider than just our school community. In addition to trust Moderation Meetings, we also moderate internally through a systematically monitored ‘Annual Cycle of Evaluation’ which includes regular learning walks and book scrutiny in order to measure impact and assess the implementation of our curriculum.

Our aim is to achieve a GLD (Good Level of Development) in EYFS in line with national standards and be at or above the national standard at the end of KS1 and KS2.

Every child in our school is instilled with a love for writing that will last a lifetime. Our pupils have developed the knowledge and skills that will help them as they continue on to secondary school.

Mrs L Johnson
(English Lead)