



Writing Subject Overview

In order to achieve our whole school intent, we have identified 3 Golden Threads that weave through our curriculum and underpin everything we do. This means that in delivering our curriculum we are embedding our school **Christian Values**, developing **knowledge and skills** progressively over time with an ambitious and aspiring curriculum whilst immersing our children in **language rich** teaching.



Intent

At Forest & Sandridge C.E. Primary 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 all of our children develop a genuine love of language and the written word, through a text-based approach. This links closely to the way we teach reading as the key text that we use in writing lessons is the same text as the one that we use in guided reading lessons. Careful links are made across the curriculum to ensure that children's English learning is relevant and meaningful: where possible linking our reading, writing to the topic that we are covering in History and Geography. 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.

Our intentions are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability or additional needs to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Pupils are taught discrete punctuation and grammar skills, appropriate to their year group.

Teachers clearly model writing skills and document the learning journey through consistent working walls. Children have many opportunities to write at length. Each week children are taught new skills and encouraged to apply these in supported skills writes. At the end of each unit of writing children are

encouraged to apply their taught skills to a longer, more independent piece of writing where they can practise their planning and editing skills. Children self and peer assess using a purple pen.

Throughout the 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. By studying one key text in depth and one or two supplementary texts per term, children are given the opportunity to put their writing skills into practice through two pieces of extended writing per term: one fiction and one non-fiction.

Each term, children will publish a piece of writing and will be displayed on clipboards in the corridors throughout the school. This is known as “Clip it, clap it”. This allows every child to publish a piece of work, which can be seen and celebrated by all, as well as knowing they are writing for a real audience and being seen as real writers.

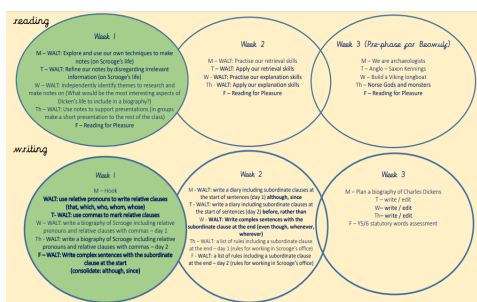
Spelling

In KS1 children follow the Rocket Phonics SSP scheme and begin to read and spell high frequency words. 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. Some of the high frequency 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 high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing. In KS2, spelling is taught each week in short, focused sessions using the No Nonsense scheme. We follow the recap, teach, practise, apply approach and parents are encouraged to help their children learn spellings at home. A mixture of known and unknown spellings (which follow the same rule) are assessed weekly and statutory words are assessed four times per year.

Planning

At Forest and Sandridge, we have a three phase planning approach. In phases one and two children are taught three skills and encouraged to apply these in three skills writes. In phase three the children undertake a longer, more independent piece of extended writing where time is planned in to draft, write and edit throughout the week. Guided reading sessions are planned to support expected outcomes for writing. Age appropriate objectives are taken from Integra and are appropriately chosen by the teacher to meet the needs of their cohort. Teachers are supported in planning through planning clinics with the writing lead and have access to a range of documents which support grammar, language and non-fiction text type progression from years 1-6.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills Coverage	Fiction Expanded noun phrase Fronted adverbial Figurative language Non-fiction Apostrophes for contractions and singular possession Commas in lists Identify main and subordinate clauses	Fiction Using show not tell Demarcating speech Non-fiction Relative pronouns Relative clauses Subordinate clauses at the start. Subordinate clauses at the end.	Fiction Non-fiction	Fiction Non-fiction	Fiction Non-fiction	Fiction Non-fiction
Set Text	The Man who Walked between the Towers	Christmas Carol	Beowulf	The Promise	Johnny	Robin
Purpose/Outcome	To entertain To inform	To entertain To inform	To entertain To persuade	To entertain To explain	To entertain To persuade	To entertain To inform

“For I know the plans I have for you,” says the Lord... “Plans to give you hope and a future” Jeremiah 29:11

Nurture, Grow, Flourish.

Impact- How do our Golden Threads work within this subject?

Christian Values

- Regardless of background, ability or additional needs, by the time children leave Forest and Sandridge, they will be enthusiastic and motivated writers who are confident and will enjoy writing in a wide variety of genres.
- By experiencing a diverse range of texts, pupils at Forest and Sandridge will have respect and understanding of others' views and opinions of literature.
- Children will flourish have a love of writing and write for enjoyment.

Knowledge and Skills

- Be able to produce written work in all areas of the curriculum to a high standard.
- Children will have built on previous learning each year progressively.

Language Rich

- Planning contains a wide range of vocabulary.
- Children will be taught technical terminology for writing.
- Children will become confident to write with appropriate formality for a range of different purposes and audiences.

Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?

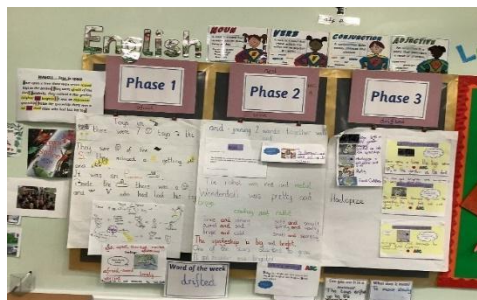
Teachers identify potential barriers at the planning stage. In their planning, they consider ways of minimising or reducing those barriers.

Lesson design:

- Recapping learning from the previous lesson. Children may revisit their work from the last lesson to remember/improve/tweak/adjust.
- Consolidation is built in through curriculum design. Opportunities are provided for pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts.
- The curriculum is designed in a way that allows pupils to make links to the real world.
- Scaffolded tasks to support those need additional support.
- Whole class discussions (e.g. the teacher may do a mini plenary where common misconceptions are identified and discussed or where they share examples of pupil work on the board).

Environment

- Key vocabulary is displayed on the board so children can use correct terminology in their discussions.
- Flexible seating options in case children need to move during the lesson.
- Widgit symbols on personalised now/ next boards
- Working walls demonstrate the breakdown of skills used in each phase and modelled writes.



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Resources

- Adult support (e.g. additional modelling or explanation)
- Peer support
- Checklist of steps to complete (e.g. on the flip chart or slides printed)

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