

**Curriculum Statement for Reading.**

**A Laceby Acres Reading to Writing Sequence.**

We understand that writing isn’t a one off lesson. It is the combination of different skills, experiences and time given to craft every piece of writing.

1. As a school we understand the role reading plays in developing writers and the value of being immersed in high quality literature across the school beginning in Foundation Stage and KS1 through picture books, moving into short novels in LKS2 to the most challenging novels covered in UKS2.
2. We choose our texts carefully to make sure they provide the children with rich language models, an array of deepening vocabulary and different structures and purposes to them. We include texts that introduce them into worlds beyond their own and absorb them into the complex English language.
3. We ensure children are given plenty of meaningful opportunities to write for different purposes and audiences to build our children into authors. We want our children to be expressive through the words they write and become critical not only of their own work but of the texts and stories they are studying. We want our feedback to validate and push forward our children’s writing focusing on the effect their writing had on the reader.
4. We delve into the craft of writing and look at writing as a process in which small steps help us to build towards an end piece of writing. We look at how different authors have created their books and question why they used the features they did and why they wrote it in the way they did to improve our understanding of the writing process through interrogations of extracts.
5. We enter into deep discussions when modelling exactly how we put together a piece of writing authentically, involving children into the process so they can see first-hand how writing develops. We model and talk about our writing choices everywhere across the curriculum articulating our process to the children, how we overcome difficulties and how we reflect critically.
6. We support children to find their own authors voice and their own writing style. We try to ensure children get 1:1 writing support throughout a writing sequence in which they can discover and pursue their own ideas with the scaffolds in place for them to work more independently but have the support and guidance to take their writing to the next level.
7. We make sure our children are given time and space to write freely. We want our children to use the scaffold we put in place as a basis for them to push forward and create their own pieces of work more independently taking ownership of their choices and work. We give time for the children to edit their work with support and discussions with teachers as well as developing their own skills of self-reflection in which they begin to edit their own work throughout their writing journey.
8. We study different creative techniques and approaches to help build the children’s imagination as well as the experiences they need to write creatively.
9. We ensure the teaching of phonics, grammar, spelling and punctuation is embedded across our curriculum so children see the links between what they learn in English lessons and its wider applications into other subjects. We centre the children in a language rich environment with a focus on enriching the children’s vocabulary and how they can use the words they know expertly.
10. We celebrate the children’s writing through our beautiful draft in which the children explore how they set out their writing and present their final piece for the focus audience as well as giving time for children to read their work aloud in a final performance.