



Writing

Young writers are introduced to what we have called ‘a repertoire of infinite possibilities’, explicitly showing them how different ways of shaping sentences or texts, and different choices of words can generate different possibilities for meaning-making – Myhill et al, 2012

Intent

At Middlethorpe our writing curriculum is designed to develop confident writers who understand the purpose of their writing, including who they are writing for, the effect they want to have on their audience, and how they plan on achieving that. Our curriculum takes into account the knowledge and understanding of our children as enriched through our foundation subjects, the content of the National Curriculum and our culture capital to ensure children have the skills, understanding and knowledge to be able to express themselves freely in the written form. The essential writing knowledge has been carefully sequenced to ensure it builds within a year, across years and across genres.

We aim to develop the following essential characteristics of writers:

- An extensive base of written knowledge, vocabulary, spelling and grammatical techniques
- The ability to express themselves clearly, accurately and efficiently taking into account their audience
- The ability and confidence to be able to write all genres
- The ability to express well-balanced critiques and to make suggestions to improve writing
- Fluency in writing so they can express themselves freely and not be restrained by speed
- Using correctly joined handwriting so their ideas can be clearly understood
- A genuine interest in writing and a real desire to express their thoughts in the written form
- The ability to express well-balanced opinions rooted in very good literary knowledge and understanding

Implementation

Leaders have carefully selected the knowledge and skills children at Middlethorpe require to fulfil the aims of the subject. The long term plan takes into account the experiences of our children, the content of the National curriculum and has the flexibility to take into account current popular authors as inspiration for our own writing. Key concepts and genres have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. The content has been mapped into half termly units per year using the Write Stuff approach, linked to our topic curriculum. In Key Stage 1 children study writing to entertain and writing to inform, covering genres such as stories including retells, descriptions, poetry, in-character or role, letters and instructions. In lower Key Stage 2 children study writing to entertain, writing to inform and writing to persuade; covering genres such as stories, descriptions, poetry, characters/settings, explanations, recounts, letters, biographies, newspaper articles, advertising, speeches and posters. In upper Key Stage 2 children study writing to entertain, writing to inform, writing to persuade and writing to discuss; covering genres such as narratives, descriptions, poetry, characters/settings, reports, recounts, biographies, newspaper articles, essays, advertising, letters, speeches, campaigns, balanced arguments, and reviews. Learning is sequenced and builds progressively and where possible links have been made to other subject areas. When children are not studying writing, learning across other subject areas and the wider curriculum provides opportunities to apply their literacy knowledge and skills where ever possible.

Within a block of writing study the key knowledge, skills and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. Writing Rainbows are displayed within each classroom to support children in their knowledge acquisition and are used continuously through units to support children in recalling and retaining the key knowledge and vocabulary. Low stakes quizzing and Do Now Activities are also used as a strategy to support children in knowing more and remembering more. All units begin with children investigating what key concepts are and what they are not. This is designed to support children in making links in their learning. Children then use a range of writing skills to obtain and apply new and existing knowledge. Opportunities are provided to present their knowledge, learning and understanding in a range of ways. At Middlethorpe the local area is fully utilised to aid children's writing inspiration, understanding and there are extensive opportunities for learning outside the classroom embedded in practice. Where an area or concept can be developed in real life it is. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within writing lessons. The former are provided with opportunities to Deepen the moment, while the latter have access to writing scaffolds, frames and word banks.

Impact

Our writing curriculum is high quality, well thought out and is planned to demonstrate progressions of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Tracking of knowledge and understanding through low stakes quiz
- Moderation of pupils writing internally and externally
- Pupil discussions about their learning
- Regular opportunities to write extended pieces

Outcomes in writing books evidence a broad and balanced literacy curriculum and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our writing curriculum is that our children will have a sound understanding of different genres and through this will be able to express themselves and think imaginatively and creatively.