

Curriculum Intent

Throughout the curriculum we provide rich opportunities for children to be able to communicate and engage in the world. We aim for pupils to be able to articulate their thoughts, feelings and experiences in a clear and articulate way both verbally and in writing. As English supports learning in other subject areas, we aim for pupils to gain experience in reading a wide range of texts: both fiction and non-fiction. We want pupils to apply vocabulary and familiar language structures from high quality texts in their own speaking and writing. We aim for pupils to:

- Develop speaking and listening skills in order to share ideas, present information to others and perform
- Acquire a broad vocabulary in order to express themselves clearly
- Engage with high quality inspirational texts promoting diversity
- Write legibly for a range purposes

Handwriting

In the early years children are given many opportunities to develop their mark making skills. Children are taught letter formation in line with the Little Wandle phonics scheme. Handwriting is taught on a daily basis working towards mastering handwriting that is fluent, legible and, eventually, speedy. Children will learn exits and begin to join letters in year 2 when they are secure in their letter formation.

Curriculum Impact

By the end of KS1 we aim for pupils to have developed an interest in reading and writing across a range of genres. They will be able to express themselves fluently both verbally and in their writing in order to support their future learning. Within the writing a variety of skills will be seen and a wide range of vocabulary to interest the reader. Pupils will make good progress from their starting points. All children will develop a lifelong love of both reading and writing.



Writing in a Nutshell 2023/24



Curriculum Implementation

Pupils learn grammar, punctuation, vocabulary and spelling within the context of reading high quality texts. These texts are at the heart of learning. They are used to promote a love for reading, provide a wealth of vocabulary and expand imagination. Teachers explicitly plan vocabulary linked to the text or subject that the children are being exposed to. Sentence stems are used to enable children to effectively communicate and extend their learning. Oracy is central to the writing process and children are given many opportunities develop these skills through storytelling, drama, talk partners and group work. Questioning in the classroom by both teachers and pupils opens conversations and stokes curiosity.

In creative and inspiring English lessons, pupils are offered a wide range of fiction and non-fiction picture books to study in depth. Progression is achieved through use of objectives taken from the early learning goals and national curriculum. Our Integra documents are used for writing assessment so that children develop as writers. Throughout the three phases of teaching, working walls are used as visual prompts to enable pupils to use prior and current learning in their independent writing. Pupils are taught editing and revising skills to enable them to become authors who are writing for a purpose and audience.

Children are encouraged to apply their phonics knowledge when writing. Spellings are taught according to the rules and word lists contained in Appendix 1 of the English National Curriculum and through the Little Wandle phonics programme.

Grammar and punctuation are taught within the 3-phase approach. One or two skills are taught each week and pupils use these to create a piece of writing every week. The final outcome of each 3-week unit will showcase the pupils' ability to use the skills independently.

Phase 1

Immersion in the text
Vocabulary,
Oracy
1-2 skills taught
Short burst writing
applying skills

Phase 2

Oral rehearsal
1-2 skills taught
2 short burst writes
using the skills

Phase 3

Planning
Modelled and
shared writing
Independent
writing
Feedback
Editing and
improving