

# Curriculum Statement – Writing

At The Littletons, our whole curriculum is underpinned by our school vision:

“Just as God has created every individual with unique talents and skills, our school community provides a nurturing and inclusive environment, where everyone is encouraged to explore their individual creativity and to confidently use their talents in order to achieve their God given potential and to make the world a better place.”

Our curriculum links to the National Curriculum requirements.

# ENGLISH WRITING



We use Goldilocks words to help us explain and describe.

We can all use our writing skills to be creative.



We learn about language through stories and texts.

We aim to equip our children with the skills to become proficient writers. At the heart of everything we do is our goal to extend the children's understanding and use of language as we recognise how this improves the life chances of every child as they grow into adulthood. Through the variety of stories and texts that we study, we want our children to be creative whatever their ability; to understand that language has an impact on the reader and that to write accurately helps others understand our ideas.

We write for the reader.



We plan, draft and edit our writing.

We are accurate writers.

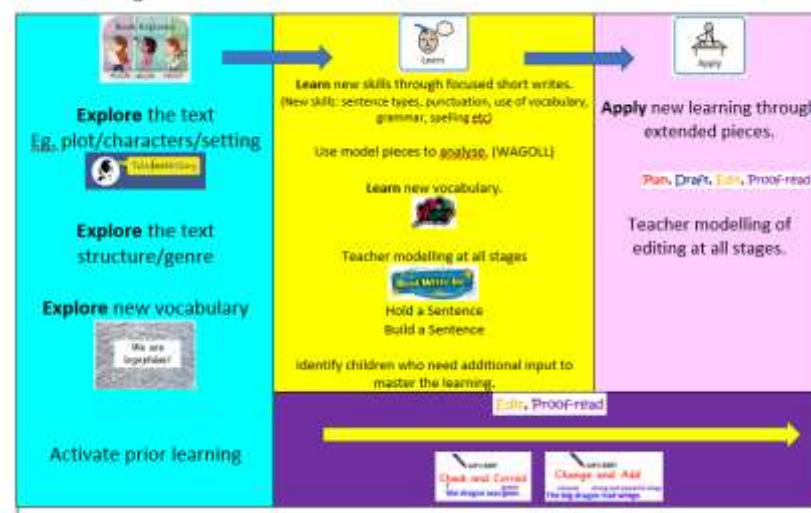


## Implementation:

### Writing is taught in different ways across school:

- In Reception, children take part in 'Have-a-go' writing activities, mark making and patterning tasks alongside focused small group work with the teacher.
- In Year 1, writing units are based on a set of texts alongside the use of the Read, Write, Inc. scheme.
- From Year 2, each English unit is approximately 3 weeks in length. This allows a good breadth of text types to be covered across the year and sets a high expectation that teachers and children will work towards making progress within this time period. Year 5 have two longer units to give them experience of working for a sustained time on one book/text type which will support their transition into Year 6.
- Each unit starts with a 'Cold Write' to determine what the children already know about the text type and how accurate their technical skills are. The analysis of errors within these assessment pieces, along with curriculum objectives from the long term plan, allow teachers to plan effectively for the next steps in learning for their class. At the end of the unit, children complete a 'Hot Write' which allows teachers to assess the writing against the objectives taught within the unit. A comparison between the Cold and Hot Writes indicate the amount of progress made.
- Each year the English Curriculum document is reviewed to ensure that the sequence of units meets the needs of our children. Planned within this document are:
- **A Balance of text types:** Each year group has a range of fiction, non-fiction and poetry units so that all of the curriculum can be covered. The Year 2 units are weighted so that there is a greater focus on fiction texts. This not only helps to increase the amount of stories known by them but it also develops their understanding of key language and vocabulary.
- **A Poetry focus:** Each year group has at least one poetry unit in their sequence. We also have two poetry festivals during the year so that the children experience learning poems by heart and performing them to the school community.
- **Opportunities to develop an understanding of our literary heritage:** A range of texts are chosen ensuring that the children are exposed to a breadth of significant authors. These include modern authors such as Julia Donaldson and Michael Morpurgo alongside authors such as Ted Hughes, JRR Tolkien and CS. Lewis. There are also opportunities to link books with other curriculum topics.

### Our Writing Process




**Developing Vocabulary:** Within each unit, an emphasis is placed on developing language and vocabulary. This is achieved through the following strategies:




**Word Aware:** As a school, we follow the Word Aware scheme which promotes the explicit teaching of vocabulary.


Anchor words	Goldilocks words	Step on words
<p>Children have a thorough understanding of these words.</p> <p>Everyday spoken and written language for a child of this age. Used at home and in daily interactions.</p> <p>Children have become familiar with this vocabulary through prior teaching.</p>	<p><b>Really useful words</b></p> <p>Likely to be encountered again in reading or oral language.</p> <p>Average adult has a <b>good</b> level of knowledge of the word.</p> <p>Words that are very topic specific but are core to the topic.</p> <p>Age 7+: Desirable for children to use in their writing.</p>	<p>Less likely to be encountered again in reading or oral language.</p> <p>Average adult does <b>not have much</b> knowledge of the word.</p> <p>Words that are particularly topic specific, and are not core to the topic.</p> <p>Age 7+: Not a word that children usually need to use in their own writing.</p>

Each new word is taught using the Word Wizard approach. See example below.



**Goldilocks Word**





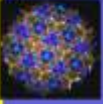
# kaleidoscope

From Greek kalos "beautiful" + eidos "shape" + -scope, like telescope.

The flowers on the riverbank were a **kaleidoscope** of reds, yellows and oranges.

A toy tube containing mirrors and pieces of coloured glass or paper, whose reflections produce changing patterns when the tube is rotated.

A constantly changing pattern.





**Talk for Writing:** This method of learning stories by heart helps children to embed key language which can then be used in their writing.

**Developing Spelling, Punctuation and Grammar:**



We use Read, Write, Inc Spelling from Year 2 to Year 5 which follows on from Read, Write, Inc Phonics. The children are placed in differentiated groups to make sure we fill any gaps in their learning of spelling rules and conventions.

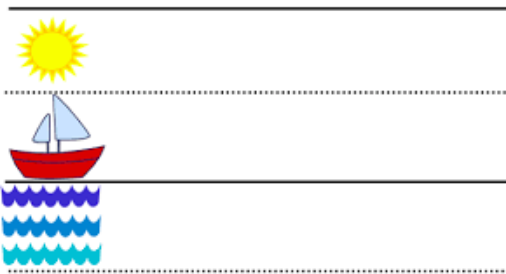


## Developing Handwriting:

Handwriting is the explicit teaching of letter formation and joins. In EYFS and KS1, children use triangular pens and pencils to support correct pencil grip.


We want all of our children to take pride in their presentation and as the children become more proficient with their letter formation, we advocate a cursive/ joined-up handwriting style throughout school. We follow our long term plan for handwriting which is taught and reinforced throughout the curriculum.

We use the sun, boat and sea structure to teach children the relative size of letters.



# SEND

For children with additional needs we make adaptations in lessons to support their learning such as structure strips, word banks and knowledge organisers.



For children who are dyslexic or have dyslexic characteristics, we run Nessy spelling intervention so that they receive personalised support.

## Impact:

**By the time children leave The Littletons, we expect them to:**

- Use a range of vocabulary to communicate in a variety of ways.
- Write for a variety of purposes and audiences.
- Use punctuation, grammar and spelling skills to write accurately.
- Edit and correct their own work.
- Make improvements so that they produce their best writing.
- Be creative writers who use their language skills imaginatively.

**Children's learning will be assessed through:**

- Read, Write, Inc Spelling tests.
- Observations made by the teacher/TA in lessons such as group work, whole class sessions, discussion activities.
- Work produced in writing sessions.
- Cold and Hot Writes.