

Curriculum Statement for English - Writing

INTENT - What do we aspire for our children?

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*
- *Appreciate our rich and varied literary heritage.*
- *Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'*

National Curriculum, 2014

Our Rationale for Writing:

At Hotwells, we teach the [National Curriculum for English](#) and, alongside this, we ensure that all pupils:

- See themselves as successful writers.
- Can write for a range of audiences and purposes.
- Are excited and enthused by writing opportunities.
- Draw on their writing skills to make links with other curriculum areas.
- Develop their imagination, creativity and expressive language through writing.
- Understand the importance of writing grammatically accurately as a communication tool.

Our Aims for Writing at Hotwells:

At Hotwells, our overarching aims are:

We are Ambitious:

- We have high expectations of all children in English and want them to see themselves as successful writers.
- We encourage, promote and celebrate high levels of literacy.
- Our curriculum bases itself in the teaching of key grammatical skills that children are then able to apply to their independent writing.

We are Creative:

- Children at Hotwells love reading and therefore our English units are always based around the study of a high quality book.
- Children immerse themselves in these books and explore them in a variety of ways using drama, art, video and audio clips. This broadens their experiences and leads to better writing as a result.

We are Local and Global Citizens:

- Books that the children at Hotwells use as a stimulus for their writing are carefully chosen to represent a variety of issues and cultures.
- When appropriate, writing may be linked to a theme week about a particular environmental issue or topic. This allows the children time to explore important themes and topics through their writing and reading.

What will children learn at Hotwells?

As children move through our year groups, growing confident in their use of grammar and punctuation, we teach the ability to recognise areas of success and improvement in their own work. This means children at Hotwells develop skills based around editing and revising their writing in a creative environment that encourages their ideas. Group and class discussions help children to speak confidently and communicate their ideas clearly, and teach the recognition of themes in stories that are relatable to wider contexts and the communities children live in.

We emphasise careful presentation and taking pride in written work, so our children learn to value what they produce. In addition, we instil an understanding of structure which allows children to express both

fiction and non-fiction work in a variety of ways.

Our English units use high-quality texts as an initial stimuli as we know the importance of engaging children and immersing them in quality writing which, in turn, will inspire them to produce their own written pieces of which they are proud.

Long Term Sequence:

At Hotwells, we follow a rich, skills driven English curriculum which has proven success. Teachers plan their writing units around a text which is carefully chosen to engage and inspire the children so that they produce high quality writing. A range of genres, both narrative and non-fiction are taught throughout each year which demonstrate a clear progression of skills and features and through a range of short burst writing opportunities, the children are constantly revisiting previously taught text types.

Progression of Text Types:

Children cover a range of non-fiction text types during their time at Hotwells which are built on each year and revisited through regular short burst writing opportunities.

Progression of Key skills:

Teachers use Key Performance Indicator (KPI) grids to assess and ensure coverage of the key skills needed in each year group. These can be viewed by clicking [here](#).

IMPLEMENTATION - How will we deliver the curriculum?

Writing is taught daily throughout the school, following a sequence of learning planned in advance with a clear outcome for each unit. The teaching and learning is based around a quality text which is central to the writing.

We ensure that our curriculum delivers the requirements of The National Curriculum for England 2014 and is suited to all needs of children in all groups. We endeavour to provide every child with a creative, enjoyable and developmental teaching sequence of learning for writing. There is balanced coverage of word, sentence and text-level learning.

What does an English lesson look like in EYFS?

In EYFS, the children are actively encouraged to mark make from Nursery into Reception. They are taught to read and write using the Unlocking Letters and Sounds phonics programme. Children in Reception write in their English books every week, this is a writing activity based on their topic work. The children then have

to think about and construct their own words and sentences, they make attempts to spell the words through their phonic knowledge. Children write for a range of purposes and the continuous provision offers opportunities for them to write freely.

What does English look like in Key Stage 1 and Key Stage 2?

In Key Stage 1 and Key Stage 2, our English lessons take the form of a *Try It, Use It, Prove It* approach where children are explicitly taught new skills and techniques which they can then apply to their own work. This approach includes grammar, punctuation and spelling being explicitly taught with clear expectations for every year group, building and developing on skills taught previously. These skills are often explicitly taught in *Try It* lessons. These are then followed by a carefully planned *Use It* lesson, where children can then apply these skills to their own writing. These short-burst writing opportunities also allow children to revisit genres and text-types taught previously. Each unit then finishes with a longer writing opportunity in the form of a *Prove It* lesson, where children can independently apply multiple skills to their written pieces. Every stage of the *Try It, Use It, Prove It* process is clearly shown through the learning objective so children are clear about what they are being taught.

Lesson Design:

Lesson design is different according to whatever stage of the unit being taught.

Try It Lesson: This *Try It* lesson will focus on the teaching of one key skill. Teachers will revisit prior learning to understand how the new skill builds on what they already know.

Teachers will model the new skill, children will try an example which may be on their own or with a partner. Once they have a solid understanding of the key skill, they will complete an independent activity demonstrating this learning.

Use It Lesson: A *Use It* lesson provides children with the opportunity to apply the skill from the previous day to a piece of writing. They will revisit how to use the key skill and analyse how this looks in a piece of writing. Teachers will provide children with a short burst writing opportunity, which builds on their knowledge of a previous text type and teachers will model how to incorporate the skill in the piece of writing. Children then work independently (this may be scaffolded for SEND learners) to complete a piece of writing during that lesson and they must include the skill taught.

Prove It Lesson: A *Prove It* piece of writing may take 2-3 days to complete. This is the culmination of a unit

of work where the children write their final piece of work. This will include all the correct features of the particular genre they are studying and within their writing. They will be expected to include all the key skills that have been taught throughout the unit and *prove* that they can use these skills independently and fluently. This is also an opportunity for the children to write at greater length.

Throughout the unit of work, we encourage children to edit their writing. This is done using a purple polishing pen or pencil and may focus on a particular paragraph or section. In these cases an editing flap may be stuck in to show the editing process clearly.

Reading Across The Curriculum:

All English writing units are based around a high quality text. The text is used to inspire their writing so that the children are able to write creatively and with accuracy. Where appropriate, books used in our Reading lessons (and part of the [CUSP Literature Spine](#)) may be used as a stimulus for writing units.

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. At Hotwells, we are continually assessing our pupils', allowing us to ensure that the work are provided with is challenging and will further their progress. Assessment also enables staff to identify children who may need further support in their learning.

Formative assessment happens daily when teaching and facilitating the learning of the children. This assessment informs planning, adaptations to planning and informs teachers of progress within lessons. When children have not securely grasped a skill following a teaching sequence, this may be revisited in subsequent units. Dialogue with the children observations, feedback during the learning process and self and peer assessment are all effective forms of formative assessment used throughout the school.

Pupils' writing progress is reviewed three times a year. The Key Performance Indicator (KPI) grids are used as an assessment tool to aid the assessment of writing across the school. This process informs teachers' of the next steps for children in the following term.

IMPACT - How do we know our curriculum is effective?

Pupil Voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate:

- That pupils are able to explain the teaching approach to English clearly.
- The consistent use of *Try It, Use It, Prove It* across all classes ensures that the pupils can talk about their learning and that they are clear on what they are working towards in each unit of work.
- That pupils are engaged with English lessons, enjoy writing and enjoy using the books as a stimulus.
- They are able to construct effective written pieces and are clear on how their learning builds on the skills that have been taught.

High Quality Outcomes:

We will monitor our curriculum through book studies and discussions with pupils. Alongside this:

- Children's books show that children are able to write at length and in a variety of genres.
- Books show that children write regularly in shorter writing tasks as well as writing at length.
- Children demonstrate that they can apply the key skills taught to a longer piece of writing.
- Children are encouraged to replicate and magpie successful examples of writing from high quality authors.
- Writing outcomes are good and showed a marked improvement in our last IDSR.