

# Writing Curriculum Rationale

INTENT	
<b>Alignment</b>	<p>At Thurlby Community Primary Academy we have a bespoke writing spine based around research from a variety of key sources such as EEF and the English Hub. In each term, from Year 1 to Year 6, there are units of narrative writing, non-fiction and some poetry. We base each unit of narrative writing around high-quality books or film clips that have been carefully chosen to include a range of genres, authors and themes and are selected to be progressive in their exposure to style, authorial choice and levels of maturity. Their selection has considered the needs, backgrounds and interests of our children, to build cultural capital.</p> <p>Non-fiction, poetry and additional narrative writing opportunities are also taught. In EYFS, we initially teach writing through Read Write Inc using transcription. We have a focus storytelling unit every half term and delve into non-fiction writing. We also promote writing throughout continuous provision, with opportunities to write during play.</p>
<b>End Points</b>	<p>We aim for pupils to develop a love of writing, where they can use effective and appropriate vocabulary and learn the importance of audience, purpose and effect. They write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We strive for our pupils to develop independence, where they can identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We also intend to develop writers who are able to confidently use the essential skills of grammar, punctuation and spelling. We do this through two evidenced-based programmes: Active English (for grammar) and Active Spelling.</p>
<b>Sequencing</b>	<p>Teachers plan sequences of work which follow the read, analyse, GAPS, plan, write and edit sequence. Children are immersed in a high-quality picture book or, sometimes, a film clip. They apply their reading skills to help them retrieve, infer and predict. Pupils are then taught specific skills which will make their writing effective. The teacher then models the planning and writing process and examples are displayed on our working wall so that pupils can refer to them when writing independently. During this stage of the unit, pupils practise their sentence writing. In the next stage of the sequence, pupils are taught to use everything they have learned to plan and write a draft piece. In the final stage of the sequence, pupils then edit their draft and produce a published piece of work.</p>
<b>Social Disadvantage</b>	<p>A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant special educational need. Adaptive teaching is used to enable every pupil to meet the learning objective, e.g. adult support, working walls, scaffolding resources, guided group work, ACE dictionaries (in KS2) and peer work. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning.</p>
<b>Local Context</b>	<p>Through the provision of a range of high-quality texts and by facilitating the optimum conditions for reading and writing for pleasure, children are encouraged to develop a lifelong love of reading and writing.</p>

IMPLEMENTATION	
<b>Pedagogical Approaches</b>	<p>The lessons are carefully designed to ensure pace of learning as well as to regularly check for understanding. Where possible, grammar, reading and writing skills and knowledge are taught within the context of the text, in which the children are immersed. Oracy is an integral part of our curriculum and writing lessons, we offer opportunities within writing to develop talk, particularly in RWI lessons through dictation and transcription, during Active English and Active Spelling and when planning and drafting.</p>
<b>Teachers' Expert Knowledge</b>	<p>The Writing Leader supports teachers and delivers CPD. Teachers attend internal and external moderation sessions with a range of attainments (WTS, EXS and GD). They work in phases or with the teachers from the year groups above and below to look at the judgements that have been made to clarify together or to challenge each other through professional dialogue. Teachers use the Insight tracking data and teacher assessment grids to assess against Key Performance Indicators, linked to end-of-KS Assessment Frameworks. Teachers will have confidence that the assessment judgements that they are making are accurate. ECTs or teachers returning to teaching, receive support and advice from their mentor and line managers.</p>
<b>Promoting Discussion and Understanding</b>	<p>We use 'Now Press Play' which are virtual reality headsets to inspire and enthuse the children within their writing unit. This ensures collaboration and discussion amongst the children and the teacher. Discussion and effective questioning by the teacher is key to allowing pupils to recall new knowledge. It will also help them make links between new material and prior learning. Due to the consistent approaches to teaching English, throughout the school, children feel confident about retrieving learning from their long-term memory.</p>
<b>Knowing and Remembering More</b>	<p>Each lesson begins by reviewing prior learning from previous lessons and units ready for their development in the new one. Due to the consistent approaches to teaching English, throughout the school, we are aware of reducing cognitive load. The children can focus on the important elements of what it means to be successful in writing for each unit.</p>
<b>Teacher Assessment</b>	<p>Formative assessment is essential to ensure that all children are not only learning new concepts, but remembering and applying previous knowledge and skills. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed as does marking and feedback during or between lessons.</p>

IMPACT	
<b>Approach to Assessment</b>	<p>All teachers will be constantly assessing writing, using AfL techniques, to ensure that they can plan for next steps, address misconceptions and fully-understand the current level of attainment of their class.</p> <p>In EYFS, baseline assessments identify skills and gaps. The EYFS curriculum is front loaded to address gaps in children's physical development and early mark making so that children make rapid progress. The teacher tracks progress right from early mark-making, up to writing sentences with capital letters and full stops. Immediate interventions will be put in place where a child is assessed as not meeting expectations.</p> <p>In Key Stage 1 and 2, the teachers will use their own judgements alongside feedback from moderation sessions within school, within our MAT and with the LA.</p>
<b>Performance Data</b>	<p>In the EYFS, we monitor progress using the non statutory guidance Development Matters and at the end of the foundation stage we assess against the Early Learning Goals. The school tracks progress towards these to ensure children are on target for national expectations. Teachers assess children based on both formative and summative assessment.</p>
<b>Pupils' Work</b>	<p>We have high expectations of all children in terms of the quality and presentation of their work. Letter formation is taught alongside the acquisition of letter sounds in the first instance (through the Read, Write, Inc scheme). This then continues through Year 1 and 2. It is expected that children will begin to join their writing by the end of Year 2 – if they are ready to do so. All teachers model the school's handwriting policy when modelling writing for the children.</p>
<b>Talking to Pupils</b>	<p>The Writing Leader talks to pupils about their learning as part of the monitoring process. Children's books are used to guide discussions and provide the subject leader with the information required to check that the key knowledge and skills have been remembered and understood. The subject leader will also ask the children about what they have learnt in their current year and previous years, to see if subject matter has been embedded into the children's long-term memory and links have been established.</p>

