

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

Writing Curriculum



Halesowen C of E Curriculum Writing Curriculum

School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE	<ul style="list-style-type: none">• EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the Literacy and Communication and Language sections, whilst also drawing on the Physical Development, Understanding of the World and Expressive Arts and Design• Key stage 1 and 2: - National Curriculum.• Use of the documents “The Writing Framework”• For writing we use our own curriculum including free writing, book studies and basic and editing skills from Year 1-6, with some aspects explored in EYFS. For handwriting we follow “Kinetic Letters”• Use of additional resources such as (but not limited to): Colourful Semantics (linked to speech and language), Literacy Shed
PROVISION	<ul style="list-style-type: none">• English is a core subject in the primary curriculum. Writing is taught daily across the school.• Writing sessions are mapped out over the year for all Year groups and include, Basic skill sessions, Editing sessions, Free Writing, Author studies and Book Studies• In KS1 and KS2 children have a daily writing session. This is approximately 50 minutes. Key aspects of the writing curriculum are: to build pupil’s confidence with sentence structure; to widen the repertoire of writing options for pupils; to extend children’s vocabulary and application of these new words; for pupils to gain an understanding of the whole piece that they are writing; to strengthen the organisation and cohesion of their ideas when writing and to enable the children to apply grammar knowledge taught so that they securely grasp these concepts.• Across the school units are chosen to cover a wide variety of genres (fiction and non-fiction). We also use the reading spines by Pie Corbett and Manic Street Teachers, to ensure that texts chosen are pitched suitably to the children’s age and level.• The lowest 20% of writers are supported through interventions, for example, being withdrawn within the English session and taught writing using colourful semantics to support the children’s understanding of word classes and simple sentence structure or being supported by a tutor.• In EYFS writing opportunities are provided throughout the day as part of the daily routine or continuous provision. For example, children write a daily review of what they have done or learnt, writing their names to self-register in the morning, writing prompt sheets in the writing area.• Literacy is a specific area of the Early Years Framework. Writing, alongside other aspects of Literacy, are weekly focuses for teacher input time or adult focussed tasks during child initiated. The EYFS curriculum is thematic, but the learning journey within each topic is driven by high quality stories and texts, which match the children’s interests and also inspire further learning.



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	<ul style="list-style-type: none"> EYFS have daily sessions for pre-writing skills, which aim to develop children's fine motor skills and core strength ready for writing. These sessions include Squiggle While You Wiggle and Dough Disco. Children also have mark making opportunities to support the development of early writing available through continuous provision in the classroom and in the outdoors environment. Handwriting sessions follow the Kinetic Letters programme and the school's overview and are used across school. In EYFS handwriting is covered in discrete kinetic lesson sessions, in KS1 and KS2 children have a regular discrete handwriting sessions each week. Spelling is taught through phonic sessions in EYFS and KS1 and in KS2 we use the spelling scheme Scode to teach the children the spelling codes.
KNOWLEDGE	<ul style="list-style-type: none"> English as a curriculum subject is central to much of the learning we do and essential to everyday life. It is critical to many other curriculum areas as children need to be able to confidently speak, listen, read and write and is necessary for most forms of employment. Our curriculum aims for children to become fluent in the fundamentals of English. Writing knowledge can be split into three key areas: transcription, composition and vocabulary, punctuation, grammar. Transcription is the act of putting writing down on a page, and can be split into two key elements: spelling and handwriting. In KS1 when spelling, children rely on their phonetic knowledge to segment a word into graphemes and use their GPC (grapheme phoneme correspondence) knowledge to write the correct grapheme. As children progress through Year 2 and into KS2 they learn more spelling rules and exceptions of the English language, including common exception words, rather than making phonetically plausible attempts at spelling. Handwriting knowledge is taught through the Kinetic Letters programme. Children learn to recognise how letters look and how to form them correctly, understanding key terms such as ascenders and descenders, and being able to group letters into families based on their formation pattern. Composition knowledge is the understanding of how texts are structured and created. Children will learn to write in a variety of different genres, by examining example texts and their features, and learning the purpose of these features within the text. They will also learn a range of linguistic features e.g. alliteration, onomatopoeia, simile, metaphor and personification. This knowledge can then be applied to their independent writing. Compositional knowledge also includes children understanding the writing process: creating a plan; writing a draft; proof reading and editing; writing a final composition. Vocabulary, punctuation and grammar knowledge is taught across sessions in English. English grammar sessions can be used to introduce techniques or punctuation in isolation. These can then be applied to writing during writing sessions. Opportunities for teachers to enhance pupils' vocabulary also arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words and how to understand nuances in meaning. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. In EYFS and KS1 colourful semantics is a key approach used to teach new vocabulary, by categorising words into different types e.g. nouns (subject and object), adjectives, prepositions.
SKILLS	<ul style="list-style-type: none"> Alongside their writing knowledge, children should be taught a range of skills so that they can apply their knowledge to their writing in different contexts.



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	<ul style="list-style-type: none"> • Transcription: Children will learn a variety of skills to help them to become independent spellers. This includes using alphabet strips and sound mats in KS1, to dictionary or thesaurus skills in KS2. Children can apply their phonetic knowledge or the spelling rules they have learnt to their own writing. Editing their own writing is a skill that also aids their transcription, children will be taught to review their work (proof read), considering parts of writing such as: spelling, punctuation, and grammar. Using their knowledge of letter formation, from the Kinetic Letters programme, children will develop their fluency for handwriting, and throughout KS2 learn the skill of joining their letters correctly. Children in KS2 also use the spelling scheme Scode. • Composition: Children will be able to apply their knowledge of different genres to include a variety of different linguistic features. They will also be taught skills for how compose a piece of writing e.g. being influenced by a text/ event; mind mapping ideas; creating a plan (story map); collecting vocabulary or phrases linked to the theme; writing a draft; proof reading and editing; writing a final composition. • Vocabulary, grammar and punctuation: Once children have gained the knowledge of these, they will then develop the skills to know how and when to apply these grammatical features or punctuation marks to their writing. For example, once children understand what ellipsis (...) look like and that they are used to omit words or phrases, children will develop the skill for using them appropriately in their writing, such as to build tension in a story. • Writing is used across the curriculum in a wide range of topics. It is essential for children to be able to transfer their writing skills to range of different situations, applying the knowledge they have learnt. For example, using their knowledge of command sentences and time adverbials to write a method (Science), or correctly using past tense to write a diary entry (History).
MEANINGFUL START POINTS	<ul style="list-style-type: none"> • Children need to know where the subject exists in real life, and the purpose of the session. Children need to understand the importance of everybody being a writer- especially as they grow into adults, and this skill is necessary for future education, employment and life. • As part of our curriculum children are exposed to a wide range of experiences which engage children in the text they are studying. These could be a visit to a setting similar to that in the story, food tasting, or role playing an experience. This helps to develop children's vocabulary and bring inspiration for when they are ready to write. • In EYFS stories are used to start each topic, and steer the learning journey. Throughout the topic journey there are meaningful opportunities for children to explore writing which can be linked back to the focus texts e.g. writing a get well soon card for Granny (Little Red Riding Hood) or writing a shopping list for pancake ingredients.
VOCABULARY AND LANGUAGE	<ul style="list-style-type: none"> • Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context. • They should use language to question, enquire, compare, contrast, explain, justify, debate, inform, recount, persuade, instruct plan, organise, create, and engage the audience within writing sessions and across the wider curriculum. • If children are to succeed in writing it is essential they have a strong grounding in supporting skills e.g. speech and language and communication. When children begin in EYFS (or join us at other points through their school journey) we use speech and language



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	<p>progression tools to identify any areas where children might need additional support. For example, if a child is low achieving in vocabulary or understanding, this will have a great impact on their writing ability. As speech and language is so key to being a confident and able writer, it remains a focus throughout school with teachers and staff using communication friendly techniques to support and develop children's language skills.</p>
ENRICHMENT OPPORTUNITIES	<ul style="list-style-type: none"> • Writing is a broad and diverse subject, children will have the opportunity to practice this skill across the wider curriculum as well as in dedicated writing sessions. For example, writing up an investigation (Science), writing a shopping list (Cooking/ DT), writing a diary account based on an historical figure (History). • Writing for purpose also helps children to understand why it is a key skill that they will need through their school life and beyond. These opportunities could be linked to their topic or books e.g. writing to council about the street art in the town, write a shopping list for cooking, writing an invitation to parents for an event at school. • House competitions or wider competitions can also be used to promote and inspire children's writing e.g. poetry competitions. • To enthuse children and engage them in texts their writing units are based upon, author visits/ video calls are used, allowing children to ask questions about the texts they have read, and also gain insight into the life and career of an author. • We value using local resources such as our local library. Children can visit the library, learn how get a library card and borrow a book. They can then share this knowledge with parents and carers, and reading can be enjoyed out of school too. • Throughout the year we participate in events which celebrate books and authors such as World Book Day and Roald Dahl Day. These events help to inspire children's imagination and share their love of authors through a variety of activities. • Experiences linked to the text they are studying can be used to allow children to see the text or book in a different way, or bring their imagination to life. These could involve role play as the book characters, visiting a setting similar to the story, or re-creating an event from the story. These can improve children's imagination and make generating ideas for writing easier. • Children can also access audio stories through Now Press Play. These stories, as well as being audio stories, are also immersive encouraging children to participate in the story, bringing it to life for them as well developing their understanding of the story they are hearing. These could form the basis for a piece of writing.
INDIVIDUAL DEVELOPMENT	<ul style="list-style-type: none"> • Ensure equality so all children can access learning (SEND or EAL). Consider ways children who struggle with English skills can access and present learning, or children with physical impairments can access resources. This could be done through scaffolding, use of sound mats/ phonics displays, visual prompts, adult support. • Allow opportunities for curiosity and fascination in all subjects and topics- create curiosity and celebration – allow children to use their imagination to create their own worlds and stories. • Make time for children to be inquisitive and develop learning in their own way- allow children's interests to navigate the learning journey- this could be by including more texts by a favourite author, reading alternative versions of a favourite story, or exploring more examples of a genre they enjoyed e.g. poetry.



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| | <ul style="list-style-type: none">• Nurture ambitions and aspirations- talk about the variety of careers that can use their skills and talents e.g. author, reporter, blogger, whilst also highlighting the importance of writing for any career.• Develop a love of writing and nurture their imaginations. |
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Appendix 1 - Writing Changes

We have made changes to how we teach writing this year. Each year will have an overview to look at. Each overview gives the writing units for each term. The order in which you do them is up to the teacher – although some units might be better to be done at certain times eg Christmas.

For each unit, it will tell how long to spend on it is indicated, the objectives to cover and it might have a text to use. If a unit doesn't have a text written, teachers can choose their own one or use a video or picture.

Within each writing unit the following will be included:

- Reading a text
- Looking at the structural features and the literacy features
- For NF – looking at 'the shape' (based on the structural features and the purpose of each section)
- Vocabulary – all units should include time to find words that are suitable, to be introduced to new ones and use Thesaurus to find alternative words. The Shade'o'meters given out could be used too.
- Time to experience something to help them to know what to write. This could include throwing paper aeroplanes, having the classroom turned into a beach, using the immersion room or something else.
- Plan – using the write stuff plans we used last year.
- Time to write – remember that this is a great time to go around and talk to children about their writing and correct spelling and punctuation errors.
- Editing – refer to the editing document.

For a book or author study –

- All above for the children's final piece
- Incidental writing linked to the texts



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- Studying pieces of writing by an author and working out their features
- Reading sections and talking about how it is written.

Plenary

As part of this year's writing, all classes will plan for a plenary and use this time to introduce punctuation or vocabulary to a sentence. For example for Year 1-add an adjective (even though it is not in the expected list for Year 1 writers). This time is used to model how to make a sentence even better so that children can be exposed to this.



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Appendix 2

Editing

This is what the national curriculum objectives say about editing across the year groups:

Year 2

- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

Year 3 and 4

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors

Year 5 and 6

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors



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Therefore the expectations for editing in each Year group are:

Correcting - Changing any mistakes made in their writing.



Y2 - check it makes sense, spellings are correct, ends of sentences are marked with . ? !
Editing must happen by themselves, with a partner or group and with an adult.



Year 3 - Proof reading for spelling mistakes, end of sentences are marked with . ? ! Sentences are in the correct tense and Editing must happen by themselves, with a partner or group and with an adult.



Year 4 - Proof reading for spelling mistakes, end of sentences are marked with . ? ! Inverted commas and apostrophies are correct. Paragraphs are in place correctly.
Editing must happen by themselves, with a partner or group and with an adult.



Year 5 and 6 Proof reading for any punctuation or spelling errors. Checking it all makes sense and checking tenses, paragraphs are used correctly.
Editing must happen by themselves, with a partner or group and with an adult.

Improving - Changing sentences or parts of their work so that they are more interesting to read, or so that they are clearer.



Year 2 - very simple - when evaluating their work, they could suggest a word that would be better - eg change red to ruby red.



Year 3 and 4 - Read their own and others and make improvements to words used, sentences written or whole sections to make their writing clearer or more interesting.



Year 5 and 6. - Read their own and other to suggest improvements to vocabulary, grammar and punctuation to enhance effects and clarify meaning



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How to edit.

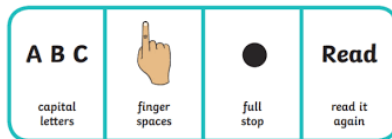
There are a variety of ways we teach the children to edit and the most effective ways are the following:

- Modelling editing a text to the whole class. This could be one of the children's work or another, but on the board and get the children to help.
- 1:1 with an adult. This is invaluable time. Allowing children to have 1:1 time with an adult showing them corrections or improvements will build their skills and confidence to make their own changes in the future.
- Working in pairs. Allowing the children to work with a child writing at a similar level as themselves so they can talk about what they have done.
- Editing stations – this is one of the best ways to guide children to work on one specific area for a short while. A station is put on each table, or for two tables. Children spend time on this (eg Use a dictionary to correct any spelling mistakes, add an adjective to describe a noun)

Leaving the children to work on their own without instructions on what to look at leads to ineffective editing and children getting bored.

When to edit

All pieces of writing should have some editing. For an incidental piece (ie not one that the children have done a plan for) there should be time to do some correcting. For a longer piece that is planned, children should be correcting and improving. In Years 1 and 2 the following symbols are used:



Editing will be done in a different colour for children writing in pencil. For those in pen, a pencil can be used.