



# Gorsley Goffs Primary School

**Curriculum Subject Area: ENGLISH – WRITING**

**Date – September 2023**

## **CURRICULUM INTENT**

Writing is an integral part of the curriculum. It is our belief that the way in which children are taught to write is key to their success in writing effectively. We ensure that our schools' environment is both stimulating and inspiring for children to develop their love, enjoyment and confidence with writing. We ensure the children learn through a variety of genres and experience different styles of writing. We celebrate children's writing by using 'Star Writer' boards, displayed in all classrooms for all adults and children to see and through our 'Champions' Assemblies'.

## **CURRICULUM IMPLEMENTATION**

### **Phonics**

- Phonics is taught in EYFS and Year 1 through a structured, daily lesson approach. All children are taught new sounds where they have opportunities to practise writing.
- EYFS have many writing opportunities throughout their indoor and outdoor environments where the children can practise and experiment with their mark making and writing.
- Phonics intervention sessions are delivered from Reception to Year 6 for children who need extra support with using phonics in their reading and writing. We use short term intervention programmes and activities to ensure children 'keep up' rather than 'catch up'

### **Handwriting**

- All children benefit from the PenPals interactive scheme. Children are discretely taught handwriting during a weekly 30-minute session, which is followed up with daily practise sessions.
- Expectations are high for children's handwriting to be neat and correctly formed throughout all their subjects.

### **Spelling**

- EYFS and Year 1 teach spellings through the teaching of discrete phonic lessons.
- Year 2 through to Year 6 follow a systematic spelling routine of teaching and learning spellings through 5 sessions every week.
- Children are taught strategies to become independent spellers.
- Children have a subscription to The Spelling Shed which gives them the opportunity to practise their spelling in a meaningful way.

### **Grammar**

- Grammar is taught discretely and in preparation for English lessons as part of our agreed Writing Journey so there is purpose and meaning. Previous learning is recapped during part of the spelling sessions (dictated sentences) giving the children ample opportunity to practise what has been taught.
- Teachers ensure that children know and understand the correct terminology for their year group.

### **Genres**

- By the end of Key Stage Two, the children will have had many opportunities to write in a variety of styles, helping to develop their own writing skills.
- We use a variety of media to engage the children.

### **Vocabulary**

- Vocabulary is explored and celebrated from all subjects. The children are encouraged to use the new words that they have learned through other subjects and many of these words are displayed in classrooms or they can be found on topic related word mats.
- Children are taught new words which they are encouraged to use in their own writing.

### **Editing**

- Children are taught to edit their writing with a purple pen to make any corrections, amendments or improvements.

### **Shared Writing**

- Shared writing is used to demonstrate the writing process and good practise with valued input from the children.

### **Authors**

- We actively source inspirational authors and poets to visit our schools where they hold workshops to work with them which helps us to motivate and encourage our children develop their own writing.
- When available, we enter local poetry and writing competitions which inspire the children to write for a meaningful purpose.

### **Planning**



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- Planning is systematic, staff follow our agreed Writing Journey to ensure children make progress in their writing.

**SEND** – Children with additional needs are supported in a number of ways including: pre-teaching, mixed ability grouping or pairing, the use of technology such as iPads and clicker, one to one support or small group support and word mats for spellings.

## **ASSESSMENT**

- **SWST** – Children in Year 1 complete one SWST in the Spring term. Children in Years 2 to 6 complete the test twice a year where the data collected checks for a reading age and months progress. The test helps to inform teachers the next steps for spelling.
- **BIG WRITE** – Each half term, all children in the school are given a picture stimulus to write about. This gives the children the opportunity to independently practise what they have been taught and teachers can assess and moderate across the school.

## **CURRICULUM IMPACT**

- Children will write independently with confidence and flair.
- Children will incorporate what has been taught into their writing, throughout all subject areas.
- Presentation will always be neat and tidy with handwriting correctly formed and joined letters will be age appropriate.
- Grammar will be understood and incorporated in the children's independent work.
- Children will experiment with new vocabulary, using what they have learned from other subjects, including reading.
- Spelling will be good with children knowing how to spell words well or they will have strategies for finding out how to spell words independently (spelling mats, vocabulary walls/mats, dictionaries etc.).