



Thomas Russell Infants' School

'Our children blossom through nurture and challenge'

Writing

Intent

At Thomas Russell Infants' School we believe that a high quality writing curriculum should develop children's love of reading, writing and discussion. Our Foundation Stage curriculum ensures that pupils are given a wide range of opportunities for mark making activities; as well as ensuring the teaching of correct pencil grip, letter formation and developing word and sentence building skills. In Years 1 and 2 we teach the National Curriculum in a way that is structured and progressive, giving children varied opportunities to apply their writing skills.

Our writing curriculum is driven by high quality texts and novels, which the children enjoy and study in order to develop their skills in reading and writing. This also supports our develop of children's wider vocabulary.

We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing and in line with age related expectations can write clearly and accurately. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in writing, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

We ensure that our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Implementation

What do we teach? What does this look like?

Speaking and Listening: Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum. Appropriate Talk for Writing strategies are also used across school, where they aid and benefit the writing process. All adults in school model grammatically correct English when speaking to pupils.

Classroom organisation: We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Teachers ensure that pupils are provided with a greater level of scaffolding and access to additional support materials such as writers toolkits, word banks or a greater level of modelling if needed. Pupils are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Spellings: Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. The spelling of high frequency words is taught as part of the ELS Phonics scheme. In Year 2 spelling is taught using the ELS Spelling scheme following a clear sequence of progression.

In Year 2 children have their own dictionaries that contain the correct spelling of frequently used vocabulary, they are then encouraged to have a go at spelling words they are unsure of before they check the spelling with an adult.

Grammar and Punctuation: Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

English Lesson Sequence: Each year group have a yearly overview of the writing sequence that they will teach. These have been planned to ensure that skills are built upon year on year and the length of each writing unit will vary depending on the intended outcome. Every narrative unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit.

Impact

- Pupils have the stamina and ability to write at the age expected standard.
- Pupils will enjoy writing across a range of genres.
- Pupils will be able to communicate clearly using accurate grammar, punctuation, handwriting and spelling.
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Pupils will have a wide vocabulary that they use within their writing.
- Pupils will develop transferable writing skills where they can use what they have learnt to write across the curriculum.