



## Subject – English Writing :

School Vision and motto:

*'Making Learning an Adventure'*

At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

*'We want our children to be the best they can be.'*

### Writing Curriculum Intent

*Why do we teach writing?*

"The national curriculum for English states:

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 word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- 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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(DfE (2014), English programmes of study: key stages 1 and 2 National curriculum in England).

### Our curriculum is unique to HVFS

At Holywell Village First School, our vision is for creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way. Our English lessons develop pupils' spoken language, reading, writing, spelling, punctuation, grammar and vocabulary skills. The

teaching of writing is given a high priority ensuring there is a clear purpose to all learning and children are provided with opportunities to practise their skills across the curriculum throughout the day.

Through the use of high quality text across the curriculum we ensure that writing is the foundation of our curriculum. Through the teaching of English, children develop the essential knowledge and skills to succeed and thrive in life. The skills taught in English ensure that children can access all other areas of the curriculum with growing independence and confidence to equip them for their future.

## **Implementation**

### *How do we teach writing?*

Speaking and Listening is an important part of our curriculum and all staff have high expectations and model the spoken language to our pupils. Teachers from EYFS upwards plan opportunities for children to develop their speaking and listening skills so they can talk to a variety of audiences and for different purposes, in English lessons and across the curriculum.

EYFS have 10 Core Books in both Nursery and Reception. These books provide a stimulus for work across the EYFS curriculum throughout the year. Teachers use exciting and enriched picture books as a stimulus to teach new vocabulary and build upon their emerging literacy skills through some focused whole class teaching, group work and individual tasks. The children hear the shared story frequently and writing is promoted using both the inside and outside learning environments.

In addition to this, they use muscle exercise dough disco and squiggle whilst you wiggle daily to develop children's mark making into writing. This approach uses neurological and physiological movements to create marks. They sandwich this between a phonics session so children make links between handwriting and letter formation. Phonics is taught daily in ability groups, based on the needs of children. The children follow the synthetic structured phonics programme Floppy's Phonics (see our phonics policy). Throughout the day there is continuous provision in the writing areas and role play areas to write and staff provide exciting stimuli to engage and motivate children.

KS1 and KS2, children have daily English lessons which build on the children's previous knowledge. The teaching of writing is purposeful, robust and shows clear progression for all children. The teachers plan using the progression document/ National Curriculum objectives. Writing in English lessons is taught throughout the school using a high quality text/ stimulus which exposes the children to a wide range of genres. The teacher purposefully selects a text/stimulus in order to promote a love of English and high-quality writing from each child. We have high expectations of our children as writers and we as adults model high standards of writing and vocabulary. We want our children to develop and sustain a good pace for writing so that in KS2, children can write confidently at length. Spelling, Grammar and punctuation will be taught in lessons and if children are struggling with spelling or have received a dyslexia diagnosis, then an intervention programme will be put in place to improve their skills.

At HVFS we have a bespoke spelling program. The children are set a spelling pattern or rule to investigate at home as part of their weekly homework and are asked to bring three words back to school the following week. In school the spelling investigations continue throughout the week and the children learn the rule to spell words not a list of words. At the end of the week the children are tested on 5-10 words following the rule. Spelling words using these rules is followed up in the children's writing to ensure that the children are applying the spelling rules they have learned.

At Holywell Village First School we follow the Penpals scheme for teaching Handwriting and have high expectations of work presented. We use a consistent approach of teaching handwriting throughout the school using the guidelines and clear terminology to ensure high standards across the school.

## **Vocabulary**

Our teachers select texts which contain some vocabulary that is likely to be unfamiliar but which is not too difficult to understand. Pupils of all ages will gradually learn vocabulary through repeated encounters; however, it is also beneficial to identify and teach some vocabulary explicitly. We use Tier 2 words which are vocabulary that is high-frequency and can be used in multiple contexts, though are unlikely to be encountered in everyday conversation. Teachers identify these words to explicitly teach at the beginning of a new text or genre.

## **Our Writing learning journeys have the following structure:**

### **Phonics**

The Floppy's Phonics programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading, spelling and handwriting.

### **Revisit and Review**

Prior learning is revisited

### **Teach**

New graphemes are taught using Floppy's pPhonics resources and Interactive online books

### **Practise**

The newly taught grapheme is practised by the children using Floppy'Phonics work sheet which includes, handwriting of the new phoneme, orally rehearsing the new grapheme, segmenting and blending words which include the new grapheme, thinking of their own word with the new grapheme and revisiting previously taught graphemes.

### **Apply**

Use the *Cumulative Texts* for grapheme searches, reading practice, dictation, handwriting and consolidation of tricky words as required.

### **Writing Process**

Through the use of high quality texts the children build their writing skills through the development of spelling, Grammar and Punctuation. Using the ket text the children learn these skills and are then expected to implement them into their writing. The children build on their writing skills from year group to year group following the National Curriculum guidance for teaching Spelling, Grammar and Punctuation.

The children use the high quality texts to investigate different genres of text and analyse the key features and type of language used.

In each class room you will see an English Working Wall which displays the key information the children will need in their writing process. This display is referred to throughout the teaching so when the children are writing independently they know where to get support independently.

## **Impact**

Regular and ongoing formative assessment informs planning and teaching. Adult support in class and targeted interventions, support and enable the success of each child. The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular reading standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of the reading objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

English Subject leader

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