



# English - Writing

## Intent

**At the Federation of Follifoot and Spofforth C of E Primary Schools, our English curriculum is:**

- Rooted in our Christian vision and values.
- A curriculum for **all our children** recognising their individual uniqueness, including those with SEND.
- Ambitious and challenging, enabling all children to progress well and be the very best they can be for themselves.
- Designed to promote a love of reading through the use of high-quality texts.
- Designed to widen the horizons of our children from their immediate local communities and prepare them well for life in modern Britain through the use of texts which expose them to, and promote diversity.
- Designed to promote positive attitudes to learning as highly as the skills associated with the English curriculum content.
- Designed to give our children confidence, inspiration, resilience and determination when writing, in order for them to see themselves as a writer.
- Based on our knowledge and understanding of the key principles of cognitive science and the supporting research behind these principles.
- Carefully and systematically planned to ensure coverage of fiction, non-fiction and poetry, as well as of different text types and curriculum content.

## Implementation

- Quality first curriculum implementation enables children to make progress by knowing and remembering more.
- The generic and individual needs of our children are identified (particularly SEN and disadvantaged) to provide them with a tailored curriculum which removes barriers and enables them to access our curriculum successfully.
- The planning and delivery of additional interventions enable individual children to work at age-related expectations.
- Carefully planned Text Based Curriculum Maps (LTP) ensure fair coverage of fiction, non-fiction and poetry texts and a variety of genres, as well as coverage of English curriculum skills. It also ensures that there is a range of high-quality texts, which promote diversity and progression throughout our English curriculum.
- A consistent approach to medium term planning across the federation ensures consistency for children as they progress through school, as well as providing teachers with a clear planning structure to use.
- Opportunities are planned for the children to have inspiring wider school experiences that sets their learning in context, develops cultural capital and allows them to appreciate the awe and wonder of the world.

## Impact

<b>What is the impact of our curriculum?</b>	<b>How do we know?</b>
Pupils' work across the English writing curriculum is of a good quality.	<ul style="list-style-type: none"> <li>• Book looks/ phased monitoring and staff discussions</li> <li>• Exposure to a broad and balanced curriculum</li> <li>• Discussions with pupils about what they have learned and what they remember.</li> </ul>
All children, including those with SEND, make progress.	<ul style="list-style-type: none"> <li>• Book looks/ phased monitoring and staff discussions</li> <li>• Quality first curriculum implementation,</li> <li>• Additional interventions (Where applicable),</li> <li>• A tailored curriculum (Where applicable)</li> <li>• Discussions with pupils about what they have learned and what they remember.</li> <li>• Teachers use of the 'Graduated Approach' in their planning and teaching to ensure all learners' needs are met.</li> </ul>

<p>Children experience a broad and diverse range of high-quality texts. This widens their horizons and prepares them well for life in modern day Britain, as well as captures their imagination, enabling them to read as a reader and to read as a writer.</p>	<ul style="list-style-type: none"> <li>• Book looks / phased monitoring and staff discussions.</li> <li>• Discussions with pupils</li> <li>• The use of English Curriculum Text Maps (LTP) ensures exposure to these texts, as well as progression in texts throughout the school.</li> </ul>
<p>Children experience a broad range of fiction, non-fiction and poetry texts, as well as a variety of genres, giving them the necessary skills and confidence to write for a range of audiences and purposes. Children feel that they are a writer/author.</p>	<ul style="list-style-type: none"> <li>• Book looks / phased monitoring and staff discussions.</li> <li>• Discussions with pupils</li> <li>• The use of English Curriculum Text Maps (LTP) ensures exposure to different texts and genres.</li> </ul>
<p>Children become more fluent and confident writers as they move through each year group, and through the school.</p>	<ul style="list-style-type: none"> <li>• Book looks / phased monitoring and staff discussions.</li> <li>• A carefully designed LTP that builds skills incrementally and ensures progression through the school.</li> <li>• Consistency in MTP.</li> <li>• Discussions with children</li> </ul>
<p>Children consider themselves writers/authors.</p>	<ul style="list-style-type: none"> <li>• The use of inspiring texts (LTP) and lessons (MTP)</li> <li>• Writing for particular audiences and purposes (LTP and MTP)</li> <li>• Discussions with children</li> <li>• Visits from authors and/or people who use writing in their jobs.</li> </ul>