

English - Writing Rationale

National Curriculum Aims for English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

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 language, and to develop their love of literature through widespread reading for enjoyment.

National Curriculum Purpose for English

- 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
- Children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Becoming Literate

Because it is our intention to develop in our children a passion and love for writing, when planning for our curriculum, we intend for children to have many opportunities for writing, leading them to ask and answer questions about what they are writing, build a deeper knowledge of different text types and expand their vocabulary to further improve their work.

At Follifoot and Spofforth CE Primary Schools, we plan using the Shakespeare and More 'Text Based-Curriculum Maps'. This text-based approach, puts books and stories at the heart of our English writing, enabling children to 'read as readers' as well as to 'read as writers'.

The Curriculum Maps organise the content of the National Curriculum into text-based units, each with carefully selected texts, not only to expose children to high-quality writing, but also to ensure that diversity is promoted and celebrated within our school. All grammar and punctuation content is also mapped to where it can be most meaningfully taught.

Our aim is to make sure that all children find the writing process enjoyable, read a wide range of good quality texts and to understand what makes it successful, and to become aware of the key features of the genres and text types that they are being introduced to. The overall process allows them to draw from the models given to them in their 'key text' and create a bank of words, story patterns and sentence types that they can use to develop their own ideas and writing. As children progress through year groups, they will continue to build on their confidence writing for different purposes and audiences.

We teach pupils to plan, proof read, redraft and present their work appropriately, taking pride in what they have achieved.

We explicitly teach spelling patterns and rules from the National Curriculum and expect children to use these regularly in their writing.

Handwriting is an essential skill that needs to be taught as it is not something that naturally develops like speaking or walking. Quality teaching of handwriting enables children to build a strong muscle memory from an early age; this then gives them the ability to produce letters without thinking and allows them to concentrate on other integral parts of writing such as content, spelling and grammar. Both Follifoot & Spofforth CE Schools have a handwriting policy that has been written in order to share key expectations and strategies with teachers and parents.

English Writing Rationale

Writing is important in everyday life. It is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them. Writing enables pupils to communicate with people around the world. Building on experiences, it encourages thinking and communication skills to grow.

Primary Writing helps our children to;

- Enter the next phase and stage of their education as literate confident writers
- Write with confidence, clarity and imagination
- Understand and apply their knowledge of phonics and spelling
- Write in a range of genres (including fiction, non-fiction and poetry)
- Plan, draft, revise and edit their own work, and learn how to self and peer assess
- Develop a technical vocabulary through which to understand and discuss their writing
- Develop their imagination, creativity, expressive language and critical awareness through their writing
- Have equality of opportunity regardless of race, gender or ability
- Write clearly, accurately and effectively for a range of audiences and purposes.

Intent	Implementation	Impact: to be reviewed at the end of each academic year
<p>At the Federation of Follifoot and Spofforth C of E Primary Schools, our English curriculum is:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Designed to promote positive attitudes to learning as highly as the skills associated with the English curriculum content. 	<ul style="list-style-type: none"> • 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 	

<ul style="list-style-type: none"> • 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. 	<p>as providing teachers with a clear planning structure to use.</p> <ul style="list-style-type: none"> • 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. 	
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Knowledge and Enquiry in English Writing

In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings.

In writing, disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

Creativity in English Writing

At the Federation of Follifoot and Spofforth our curriculum is designed so that a purposeful and natural link is made between English and other subjects. In order to motivate and inspire our children, high quality texts are used from EYFS to Year 6 and where meaningful, link to theme that is being covered in Foundation Subjects such as History or Geography or the Early Years areas of learning. The Talk 4 Writing process is multi-sensory and interactive and allows all children from EYFS to Year 6 learn to write a a wide range of story types using various creative methods such as;

- Listening to and learning texts and stories
- Taking part in drama and role-play
- Drawing and story mapping
- Collecting words and language strategies

Assessment in English Writing

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At the Federation of Follifoot & Spofforth, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age related way of obtaining the children's prior knowledge. Units of work are then personalised to the children. Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher.

Formative assessment happens daily when teaching writing. This assessment informs planning, adaptations to planning and informs teachers of progress within lessons. Reading children's work, dialogue with the children, observations, feedback during the learning process and self and peer assessment are all effective forms of formative assessment used throughout the school.

Parents are kept informed of their child's current attainment in a report in the Summer Term as well as at parents' evenings which take place twice a year.

Termly writing assessments take place, the judgements are recorded and are used to inform future planning for each child.

Support in writing

As and where deemed appropriate and typically in conjunction with the SENDCO and or Head teacher further assessment may be undertaken to support children with additional needs.

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, writing, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

Where children do not reach milestones but are not identified as having SEND, individual interventions will be put in place to support these children. The following interventions will be considered:

- Phonics consolidation / recovery (of a particular phase)
- Further fine motor activities that help to strengthen children's fine motor muscles, enabling them to develop their pencil grip and writing skills for example, Dough Disco.
- Further gross motor activities which mirror the motions of letter formation on a large scale to help children move from gross motor skills to fine motor skills. For example, 'Squiggle Whilst You Wiggle'
- 'Write from the Start' – this resource goes 'back to basics'. It practises pencil grip and fine motor skills through different activities involving mark making and direction.
- 'Handwriting Without Tears' – this is a handwriting program which teaches very simple, printed handwriting (No flicks). It may be helpful for children who struggle with gross and fine motor skills and coordination.

Recovery Curriculum and Covid 19

At the Federation of Follifoot and Spofforth we recognise that good health and wellbeing is fundamental to ensuring that children can engage effectively in their learning. Following the global coronavirus pandemic, our 'recovery curriculum' is a phased approach to getting the children back to a place where they feel safe, emotionally secure and equipped with the necessary skills and behaviours for learning that they need in order to thrive.

Therefore, we recognise that adjustments will be needed throughout 2020-2021 to effectively support children post COVID 19 and our priority is to help children to adapt to their new routines, settle into school and feel happy and confident in the school environment.

We recognise that following a period of national lockdown, in spite of daily remote teaching, some children will have lost the essential practising of writing skills. Grammar, Punctuation and Spelling knowledge may not secure in all cases, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown will be less affected, however those who did not write as much will have to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

Our curriculum planning will be informed by pupils' starting points and all children will undertake a baseline writing assessment to establish starting points. These will form the basis of our teaching and learning during the Autumn Term 2020 and again in the Summer Term of 2021 due to a second national period of school closures. All children will be given daily opportunities for writing both in their English lessons and through writing in the foundation subjects.

Please see the Handwriting Policy for further information on this.