

Curriculum Statement for Writing

Our principle aims, following the National Curriculum in England for writing are:

- For all children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- For all children to appreciate our rich and varied literary heritage
- For all children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- For all children to use discussion in order to learn, they should be Able to elaborate and explain clearly their understanding and ideas.

The core of our writing curriculum is the National Curriculum for England, which is supported by Read, Write Inc as well as Twinkl handwriting and spelling schemes.

A variety of approaches to support the delivery of the writing curriculum were researched by our subject leader, who provides regular CPD for staff. Read, Write, Inc, which supports our reading and writing curriculum, is a systematic, synthetic phonics scheme that has been validated by the Department for Education. Once pupils have completed this programme, the writing curriculum is taught using the widely



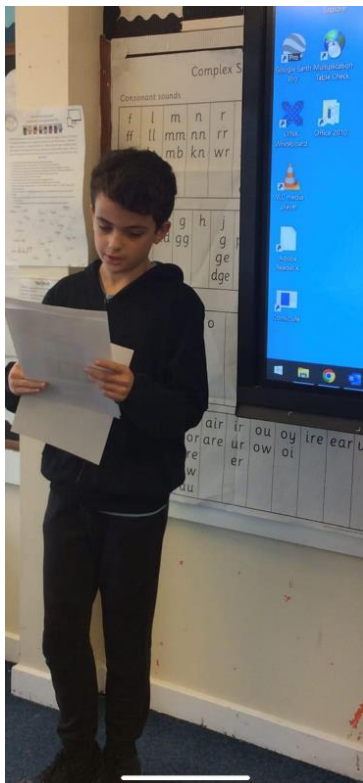
recognised and research-based methodology of SRSD (Self-Regulated Strategy Development).

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

Every year group has a yearly Curriculum Map that outlines the key areas of writing which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each genre throughout the year and across each Key Stage.

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document, key objectives and vocabulary are outlined spelling, grammar and composition objectives included. Progression documents are used to support the Medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum.

All children have access to a high-quality, ambitious writing curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.



The Education Endowment Fund (EEF) recommends to improve the teaching of literacy for 7-11 year-olds states,

"Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication."

Because of this, at Dothill, we place oracy, and the ability to verbalise the vocabulary and grammatical structures required for a text purpose at the heart of our writing policy. Following the SRSD model, the first 2 steps include many opportunities for structured and modelled talk:

- Develop background knowledge
- Discuss it

The EEF also recommends: "Teach writing composition strategies through modelling and supported practice" and this forms the second part of our SRSD writing process:

- Model it
- Memorize it
- Practice it
- Support it

This is where teachers model writing different sections of a text and offer plenty of opportunity to "develop pupils' transcription and sentence construction

skills through extensive practice". This is also the opportunity for teachers to work with pupils to improve their skills, most often through 'live marking' and feedback to pupils within the lesson.

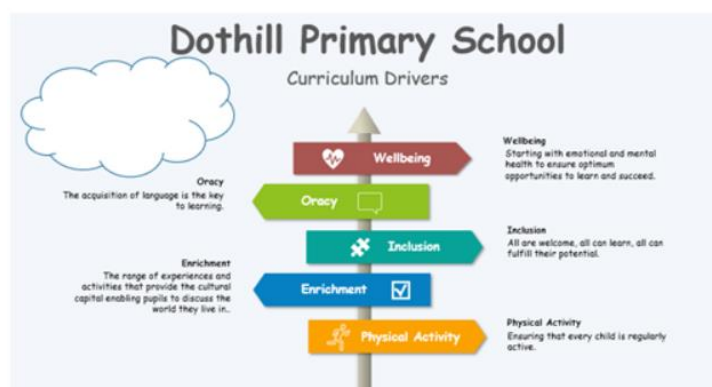
The final stage of the writing process at Dothill, is the application of all of these skills into an independent piece of writing:

- Independent performance

The EEF state that "writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing," and children should be guided through these stages during each unit and purpose for writing taught.

Throughout the teaching process, our aim is to make sure that all children enjoy writing and find the process enjoyable, read a wide range of good quality writing and understand what makes it good and 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 model texts and create a bank of words, language patterns and sentence types that they can use to develop their own ideas and writing.

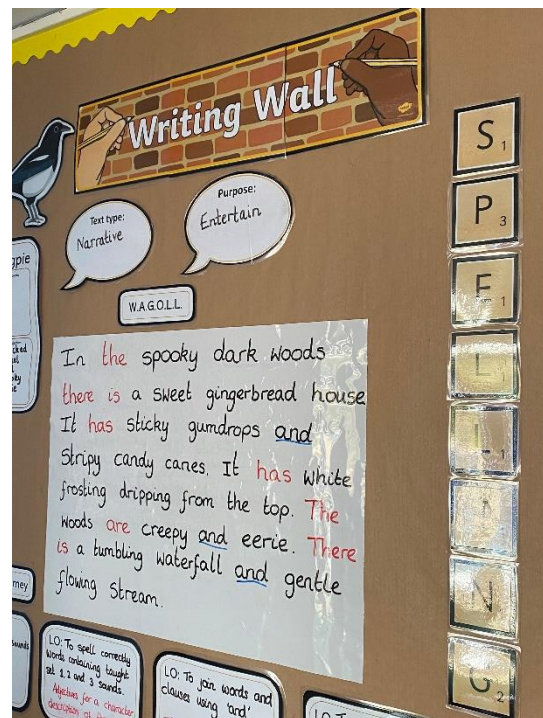
Spelling is taught through carefully sequenced lessons, where each spelling rule and pattern are set out in order for teachers to teach. Spelling is taught through Read, Write, Inc initially, and then through a 15-minute daily lesson after this. The content of these lessons has been structured to include links to phonics, as well as learning about links in words through etymology and morphology. Dictation sentences are used to check spelling recall and use of words in context. This is then linked to handwriting as the final lesson of the week when they choose correct words from their spellings to copy and complete a passage.



At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.

Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In writing, enrichment includes writing recounts of trips, creating persuasive material for places visiting, writing letters to visitors or places and using the places visited (such as the nature reserve) as inspiration for descriptive writing.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In writing this is enacted through the ability to share their work with others, reflecting and evaluating on our work and having the courage and resilience to edit and make improvements. In



addition, themes chosen for our writing, often based on our reading curriculum, encourage empathy and consideration of moral and ethical issues. Often, writing in role as a character in a story can allow pupils to explore issues around self esteem and well being in a safe and creative manner.

Oracy - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In writing oracy is developed through the initial phase of each writing unit where pupils are encouraged to explore and develop their vocabulary around a topic or theme. In addition, termly poetry units encourage children to perform to an

audience. This is also incorporated into annual performances to parents which take place in each phase.

Physical activity - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into writing through the use of drama and role play to explore and develop ideas for writing. We also use different methods of collaborating and sharing ideas prior to writing which encourage children to get up and move around the classroom. Calm Brain is used throughout the school day to help with transitions and give brain breaks in lessons as and when appropriate.

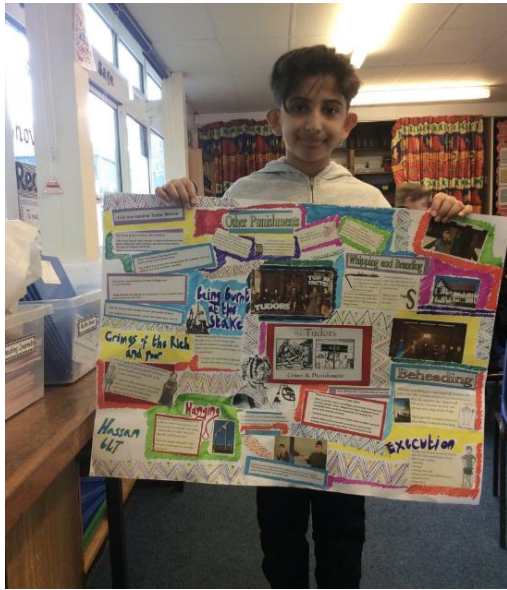
Inclusion - All pupils participate in writing. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Inclusion is supported through supports such as desktop sound cards, pencil grips, writing slopes, laptops and other physical aids to support the sustaining of comfortable writing positions. Additional adults may support individuals to remain focussed or to say their words/sentences aloud prior to writing. RWInc is used within EYFS and KS1 and all pupils are taught in the correct stage to meet their individual needs. Those that have not fully developed their phonic knowledge in KS2 continue either with RWInc or Fresh Start.



Writing lessons begin by sharing the lesson objective and success criteria to enable children to understand what they will know by the end of the lesson. Quality models are used to demonstrate the knowledge and children are given the opportunity for both supported practice and independent practice.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

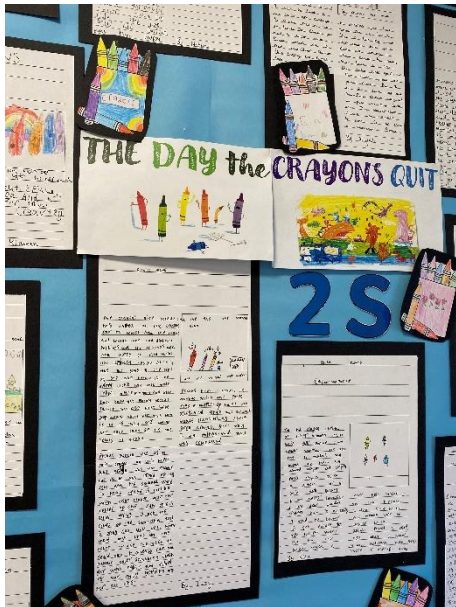
The EYFS curriculum includes rich opportunities for children to develop their emergent writing. The main focus is on the correct formation of all letters. This is taught alongside their phonic knowledge, following the RWInc scheme. In addition, children in reception use images and stories to begin to build sentences. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their writing understanding both inside and outside and using a range of materials, such as pencils, pens, water, paint, chalk, magnetic letters, sand etc.

In Key Stage 1 and 2 writing units are linked to either the reading text being used, or an area of the science or foundation curriculum. This allows links to be made across subjects and providing more opportunity for children to recall learning from other lessons, and know where to apply their writing skills in a range of subjects.

From Year 2, daily spelling lessons take place, using the Twinkl spelling scheme and teaching following the 'Wraparound' pedagogy. This builds on the phonics scheme by continuing to identify the 'dots and dashes' within words, but also teaches spelling rules focussing on word meanings, root words, prefixes and suffixes, rhyming



and syllables. Children get regular practise at applying their spellings into dictated sentences. Handwriting is taught as part of the RWInc scheme, and weekly following on from this. Handwriting and spelling are linked, as pupils practise writing a passage with their spelling words in during this handwriting lesson.



Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling

teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

Assessment tasks are used daily by beginning a lesson with a retrieval activity, strengthening memory by providing children with the opportunities to 'struggle' and make a sustained effort in trying to retrieve information, the process of which strengthens their memory. It is through this effort within tasks that strengthens memory recall and creates the strongest connections in their learning.

Throughout a lesson, there are built-in opportunities for children to write and demonstrate their knowledge. Teachers will move around the room during this period, assessing the writing and giving verbal feedback to improve the writing within the lesson.

Each half term, teachers assess one piece of writing (assessing a range of genres throughout the year) against the Dorthill writing expectations. This allows the teacher to identify whether a child is on track for meeting the age-related expectations, whilst informing future planning regarding areas of weakness which need further practice and development. In addition, this assessment highlights a

target for each individual which is shared with the children to help them know what they need to improve in their writing.

The impact of our writing curriculum is that:

- Our pupils love writing and can explain the importance of the subject in their everyday lives. They can also explain how the subject will help them in their future careers.
- Our pupils have a sound understanding of the knowledge and skills they have been taught which prepares them for their next stage of education.
- Our teachers have high expectations for every pupil which is evident throughout the high standards of work which pupils clearly take pride with.
- Our teachers have good subject knowledge and are aware of the resources available to help them plan well-structured lessons.
- Our subject leaders have a clear understanding of the schools' strengths and areas for improvement. There is a constant drive to ensure that we can be the best we can be.