

## Writing

### INTENT - to what do we aspire for our children?

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. All the skills of language are essential to participating fully as a member of society.

Source: National Curriculum (updated Jan 2021)

#### At HPPS, writing develops the school's four key drivers in the following ways:

##### Excellence

###### Children can:

- articulate their thoughts, ideas and opinions in full, grammatically accurate sentences.
- recognise and articulate how vocabulary, grammar and punctuation have been used effectively in a given text.
- make effective use of vocabulary, grammar and punctuation in their own writing.
- adapt their writing for purpose and audience, demonstrating a strong understanding of the text type.
- understand and make effective use of spelling rules and strategies in their writing.
- write in a neat and proportioned cursive script, using the correct letter formation and letter joins.
- evaluate, edit and enhance their own writing - and that of their peers.

##### Character

###### Children:

- are keen to improve and develop as writers, and are receptive to feedback.
- are responsible and ambitious authors who embrace the challenges of the curriculum and work hard in lessons.
- use their imagination and enjoy being creative.

Children's writing is - where appropriate - informed by their own knowledge, experience, ideas and opinions.

##### Community

###### Children's oracy and writing:

- is reflective of their awareness and understanding of the world.
- demonstrates empathy with characters and issues outside their own immediate, personal experiences.
- is stimulated and supported by exposure to a wide range of high quality model texts in their daily writing lessons, and high quality core and supporting texts in their daily reading lessons and daily read aloud sessions.

##### Equity

- The teaching of writing at HPPS is scaffolded so that every child is able to access the learning and develop as an author.
- All children's writing, whether the process and/or the end product, is celebrated.
- All children are proud of their own and others' writing.

#### Aims of the Writing Curriculum

It is our vision that every child will learn to become creative and competent writers through engaging, inspirational and aspirational materials and through support and challenge.

To achieve this vision, we aim:

- to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language
- to ensure that all pupils
  - acquire a wide vocabulary
  - acquire an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
  - write clearly, accurately and coherently
  - adapt their language and style in and for a range of contexts, purposes and audiences
  - use discussion in order to learn
  - elaborate and explain clearly their understanding and ideas
  - are competent in the arts of speaking and listening

## Long term sequence

It is our intention that pupils become a little more expert as they progress through the curriculum. Our curriculum follows the principles of instruction, is guided by understanding how the memory works and cognitive load theory.

## Chosen programmes

We follow the EYFS Statutory Framework for Literacy and the National Curriculum for writing in Key Stage 1 and 2.

## EYFS

In EYFS, children are actively encouraged to mark make from Nursery into Reception. They are taught to read and write using the Unlocking Letters and Sounds phonics programme. Children in Reception have opportunities to write every week. The children have to think about and construct their own words and sentences, and make attempts to spell the words using their phonic knowledge. Children write for a range of purposes and the continuous provision offers opportunities for them to write freely.

## Y1 - Y6

### CUSP Writing

CUSP writing is an evidence-informed, carefully sequenced English curriculum, which maps core content in writing across the primary year groups.

Through each unit, children are exposed to a high quality model text, which helps children understand how to write the type of text expected of them.

## Long term overview

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	
Year 1	Setting descriptions 2 x 2 weeks ↓	Stories with familiar settings 2 x 3 weeks	Instructional writing 2 x 2 weeks ↓	Recount from personal experience 2 x 2 weeks ↓	Informal letters 2 x 2 weeks	Shape poems and calligrams 2 x 1 weeks	Poetry – pattern and rhyme 2 x 1 week	Poetry on a theme (nature) 2 x 1 week ↓	28 weeks
Year 2	Character descriptions 2 x 2 weeks ↓	Simple retelling of a narrative 2 x 3 weeks	Stories from other cultures 2 x 3 weeks ↓	Recount from personal experience 2 x 2 weeks ↓	Non-chronological report 2 x 3 weeks ↓	Formal invitations 2 x 2 weeks	Poems developing vocabulary 2 x 1 week ↓	Poetry on a theme (humorous) 2 x 1 week ↓	34 weeks
Year 3	First person narrative descriptions 2 x 2 weeks ↓	Third person narrative (animal stories) 2 x 3 weeks ↓	Dialogue through narrative (historical stories) 2 x 3 weeks ↓	Formal letters to complain 2 x 2 weeks ↓	Non-chronological report 2 x 3 weeks ↓	Advanced instructional writing 2 x 2 weeks	Performance poetry to include poems from other cultures 2 x 1 week	Poetry on a theme (emotions) 2 x 1 week ↓	34 weeks
Year 4	First person diary entries (imaginative) 2 x 2 weeks ↓	Third person adventure stories 2 x 3 weeks ↓	Stories from other cultures 2 x 3 weeks ↓	News reports 2 x 2 weeks ↓	Persuasive writing (adverts) 2 x 2 weeks ↓	Explanatory text 2 x 2 weeks ↓	Narrative poetry 2 x 2 weeks	Poems which explore form 2 x 1 week ↓	34 weeks
Year 5	Third person stories set in another culture 2 x 3 weeks ↓	Shakespeare (playscripts and a simple retelling) 2 x 2 weeks ↓	Dialogue in narrative (first person myths and legends) 2 x 3 weeks ↓	Balanced argument (2 x 2 weeks) ↓	Biography 2 x 3 weeks ↓	Formal letters of application 2 x 2 weeks ↓	Poems that use word play (2 x 1 week)	Poems which explore form 2 x 1 week	34 weeks
Year 6	First person stories with a moral 2 x 2 weeks	Extended third person narrative (adventure stories) 2 x 3 weeks	News reports 2 x 2 weeks	Explanatory texts 2 x 2 weeks	Autobiography 2 x 2 weeks	Discursive writing and speeches 2 x 2 weeks	Shakespeare (sonnets) 2 x 1 weeks	Poems that create images and explore vocabulary (War poetry) 2 x 1 week	30 weeks

- The long term overview includes a reduced number of text types studied to ensure a focus on securing the grammatical structures that children need to be able to become great writers.
- Text types are revisited over the year with each unit revisited twice across the year in different contexts.
- This gives pupils the opportunity to revisit the text conventions and give children the chance to master the execution of the text types.
- There is deliberate proportionality in terms of narrative, non-narrative and poetry.
- Poetry is front loaded in Year 1 as a brilliant vehicle to teach vocabulary.
- Academic text types (explanatory texts, discursive) are deliberately front loaded as we aspire to prepare children for the demands of academic study.
- The purple arrows in the unsequenced overview show where texts are introduced and where they will be studied last so that teachers are able to pick up on any gaps in children's knowledge.

## Writing across the curriculum

Links are made to wider curriculum areas where they are meaningful and purposeful to form the context in which children are writing. This ensures children have the depth of context knowledge to apply to their writing.

## IMPLEMENTATION - how will we deliver the curriculum?

### Linking curriculum and pedagogy:

We teach **grammar**, **punctuation** and **spelling** through a systematic programme devised specifically for our school, with clear expectations for every year group. We teach the skills in regular, frequent short lessons and practice drills and plan writing lessons to ensure these are then applied in children's own writing.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Writing also depends on fluent, legible and, eventually, speedy handwriting.

### Spelling

In **Reception**, children are taught the common exception words.

In **Year 1**, we use the 'Unlocking Letters & Sounds' programme that also covers all the National Curriculum spelling objectives and common exception words.

From **Year 2- 6**, we follow the Spelling Shed scheme. A discrete half hour spelling lesson is taught weekly. Each year group is known as a stage and has its own Spelling Shed scheme of work to follow. Each weekly focus is either a specific spelling rule or some of the 'Challenge' words (that year group's statutory spellings).

Spelling rules, spelling strategies and etymology have a high profile in the classroom and are referred to across the curriculum.

### Handwriting

In **Reception and Year 1**, we follow the 'Unlocking Letters and Sounds' programme. This uses the print font. The only exceptions to this are the letters o, v and w which have a lead-out flick. This is to support the 'washing line' join when it comes to cursive.

Teaching is supported by the use of 'handwriting patterns'. Handwriting is taught daily.

From **Year 2 to Year 6**, we follow the 'Letter-join' programme. A discrete half hour handwriting lesson is taught weekly.

We have adapted its implementation in line with our new phonics programme 'Unlocking Letters and Sounds' which teaches print letters in EYFS and Year 1, moving onto cursive handwriting in Year 2.

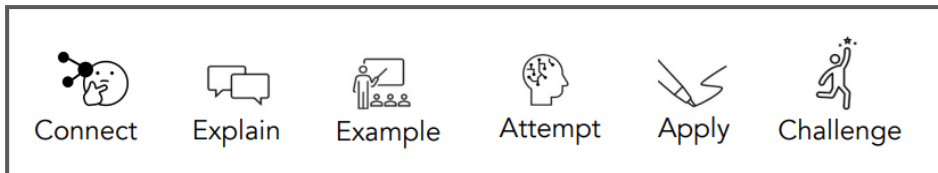
Any child writing at a consistently high level and no longer in need of handwriting practice will independently embark on the 'Dance Mat' touch typing programme on BBC Bitesize.

### Formative Assessment

Formative assessment is used as a way to check for understanding and is built into lessons. Teachers use this information to adapt current and future learning. These strategies are used in line with the formative assessment policy.

## Lesson design

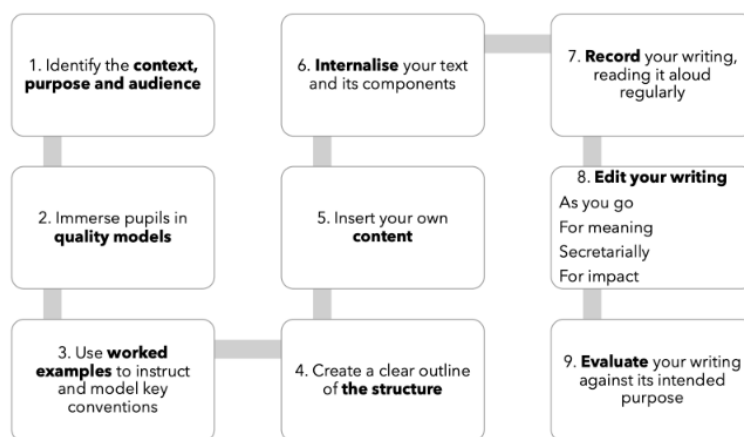
The core elements of our teaching model are followed over the course of a writing lesson:



These can sometimes be referred to as 'I do', 'We do' and 'You do'.

Each writing unit is structured in two parts, with each around a week in length depending on the unit and year group.

Part 1: Explicit skills teaching	Explicit teaching of grammatical structures and text conventions that they will need to execute the extended piece the following week.
Part 2: The extended cycle	A robust model of completing the extended cycle (see below).



At the end of the extended cycle children complete an extended piece of writing. The assessment of this piece of writing feeds forward into the next time they complete a unit of the same genre so that pupils can action the feedback from their teacher in their next piece.

During an English cycle, you would expect to see:

- A clear sequence of learning
- A high profile of oracy
- The CUSP knowledge note and model text used to scaffold the learning
- Explicit teaching and practice of specific conventions/features
- Regular opportunities to apply new knowledge and skills in the context of a sustained piece of writing (e.g. a paragraph/several paragraphs)
- What success looks like made clear through the use of success criteria and - at the end of each cycle - CUSP's 'ingredients for success' resource
- The HPPS feedback code used to support the editing process

In KS2, children have a daily hour-long writing lesson. In KS1 children have a daily 45-minute writing lesson.

We aim to **enrich the curriculum** with:

- Regular opportunities to write across the wider curriculum
- Special days, e.g. World Book Day
- Opportunities to write for a real purpose, e.g. Year 6 leadership role speeches
- Termly homework tasks

## IMPACT - how do we know our curriculum is effective?

### Assessments

A range of assessments are used, formatively and summatively, to judge progress and areas for support:

#### Formative assessment:

- QFT
- Pupils' English books
- Pupils' books in other curriculum areas
- Pupil book studies
- PiXL interventions

#### Summative assessment:

Statutory:

- Early Learning Goals
- Regular independent assessed writes (Year 2 & Year 6)

### High quality outcomes:

#### Pupils' English books and pupil book studies will:

- capture increasing understanding of knowledge and skills
- demonstrate a clear sequence of learning
- facilitate a quality opportunity for practising and developing oracy skills

#### Pupil Voice

In lessons and pupil book studies, pupils can:

- recall and discuss texts they have read
- define and use new vocabulary
- talk knowledgeably and confidently about what they have written
- articulate their understanding of a specific element of grammar, punctuation or spelling
- talk about their progress regardless of starting points
- articulate their understanding of the role of feedback
- demonstrate pride, awareness and effort