

# Writing Curriculum Rationale



At Abbey Lane, our vision is to encourage a life-long love of reading. From the early stages of learning phonics and decoding the English language, we promote a positive approach to teaching reading.

We acknowledge that comprehending a text is just as important as word reading, therefore we strive for our pupils to be independent and reflective readers, who can read both fluently and for meaning. Furthermore, we use texts to expand and enrich children's vocabulary on a daily basis.

As teachers of Reading, we ensure that we are keen readers ourselves, in order to inspire children to follow in our footsteps. We are on hand to recommend, discuss and provide a wide range of texts and literary sources to stimulate a child's love of reading. We aim to bring reading to life and give it purpose by linking texts to learning across the whole curriculum.

| INTENT                                      |  | IMPLEMENTATION                    |   | IMPACT                        |  |
|---|--|-----------------------------------|---|-------------------------------|--|
| <b>Alignment to the National Curriculum</b> | Our school delivers a curriculum sequence that enables children to communicate clearly and effectively through writing lessons. It provides a range of experiences and stimuli to inspire children to write in a wide variety of genres and promotes writing for pleasure. Handwriting and Spelling are also taught both within and outside of the teaching sequence with a consistent approach throughout the school. | <b>Pedagogical Approaches</b>     | All children receive daily writing lessons including phonics, spelling, grammar and punctuation across a range of writing genre. The curriculum has been planned to ensure that all children receive a broad and balanced curriculum with opportunities for writing across different subjects. The curriculum is delivered in a range of engaging ways using good quality texts, images and media to inspire the use of role play | <b>Approach to assessment</b> | We meet in Phase groups, each half term to moderate children's writing, using data sources to support our judgements.<br><br>This includes spelling and phonics assessments, alongside the Teacher Assessment Framework and the National Curriculum.   |
| <b>End points</b>                           | The aim is to give all children the opportunity to express themselves clearly – verbally and in writing; to develop their word choice when speaking and to encourage accurate grammar when speaking in order to aid self-expression. We also aim to instil a love of learning, which drives the application of the knowledge and skills of writing across different subject areas.                                     | <b>Teachers' Expert Knowledge</b> | All teachers are provided with the opportunity to observe the good practice of colleagues across Phases. We work together to select texts and plan high quality sequences of learning which ensure that children are writing for purpose.   | <b>Performance Data</b>       | End of half term teacher judgements are informed using the above sources and these are discussed with several members of the leadership team to ensure attainment and progress is on track for all pupils, particularly the most vulnerable. Children who are working significantly below their year group are assessed using the Birmingham Toolkit so we can break down their progress into smaller steps. |

|                                       |  |   |   |                          |  |
|---------------------------------------|--|---|---|--------------------------|--|
| <b>Sequencing</b>                     | Our Writing curriculum teaches children to children to develop a legible handwriting style and encourages all children to take pride in the presentation of all of their work. Key concepts are revisited and built upon enabling children to develop a progressive understanding of the knowledge, skills and vocabulary required to be a successful and resilient writer.  | <b>Promoting Discussion and Understanding</b> | Our Writing curriculum includes knowledge and vocabulary that is specific to each genre of writing, with progression across the school. A wide range of vocabulary is built upon, discussing meaning and modelling the use of new and   | <b>Pupils' Work</b>      | Appropriate to their age and stage of development, children record their written work in an exercise book. In line with our handwriting scheme, some children use books with handwriting lines to support letter size and orientation. |
| <b>Addressing Social Disadvantage</b> | We firmly believe that all children can succeed and achieve their full potential. Teacher and Teaching Assistant Support is provided in order to break down any barriers to learning and to ensure progression. If appropriate keep up support is planned and tailored to meet the needs of individuals.   | <b>Knowing More and Remembering More</b>      | The use of a progressive structure across year groups; revisiting and building on topics, allows opportunities to reappraise and consolidate skills.<br>The repetition of skills throughout different genres to ensures they are embedded into long-term practice   | <b>Talking to Pupils</b> | Pupils are given regular opportunities to share their thoughts and ideas about their writing opportunities. They are encourage to write for pleasure and this is celebrated.   |
| <b>Local Context</b>                  | While most children have shown a enjoyment for writing, we recognise that this is not the case for all children. To address this, we evaluate the purpose for writing to ensure that children have a real and purposeful reason for writing. For those that enjoy writing for pleasure, outside of a lesson, opportunities are provided for them to write and this is encouraged and celebrated. All children in school are supported and encouraged to take part in the Meadowhead 'Everyone a Writer' competition. | <b>Teacher Assessment</b>                     | Regular assessment points are used to provide teachers with a clear picture of any gaps that are developing in the children's learning. These assessments points, which include phonics and spelling, are used by teachers to inform future planning and ensure that consolidation is planned for appropriately.<br>These gaps in learning are addressed through whole class and individual feedback and deep marking of extended pieces of writing. Feedback to the children always celebrates their strengths as well as drawing the children's attention to area for future development. |                          |  |