

Writing curriculum statement.

“You can make anything by writing” CS Lewis.

Intent

At Boston West Academy, the aim of our writing curriculum is to equip pupils with the necessary skills and vocabulary to communicate effectively through a wide variety of written media, not only through their educational experiences but beyond this, into their adult lives. It is our intent that pupils will go on to fully utilise the medium of writing to entertain, persuade, inform and advise, developing an appreciation of the power and influence of the written word. We want our pupils to use language confidently and expressively, taking pride in their written work, using editing and refining skills as they reflect upon their compositions.

Implementation

The whole of the writing curriculum at Boston West Academy is underpinned by the EYFS Framework and the National Curriculum. Statements for writing have been collated to form a progression of skills for writing from foundation stage to year six.

Developing independent writing skills:

Upon entering school, pupils are introduced to the written word and are encouraged to use writing as a means to communicate. Pupils are taught grapheme phoneme correspondence and are taught how to represent these through writing. Initially, pupils are taught to form letters in print form using the mnemonics from the Little Wandle Letters and Sounds programme. Once pupils begin to join their handwriting, they follow the Teach Handwriting scheme and are taught a progression of skills to allow them to develop a fluent, joined handwriting style.

Spelling:

Throughout foundation stage and year one, pupils are explicitly taught the skills of phonological awareness, segmenting and sight recognition, following the progression of Little Wandle Letters and Sounds (link to phonics section). From year two, once phonic knowledge is embedded, spelling is taught through the use of phonics for spelling, an approach which focuses on explicitly teaching the different grapheme correspondences for phonemes. In addition to this, work is planned to investigate the morphology of spelling, identifying the meaning and purpose of affixes, teaching pupils how to apply these accurately. Pupils will also be taught about homophones and how to select the correct form of a word. In independent work, pupils are taught how to use sound mats and GPC grids to help them to spell accurately. Proof-reading for spelling is encouraged at an age-appropriate level and age-appropriate dictionaries are used to support this.

Vocabulary:

One of the key factors of effective written communication is the ability to understand and use a varied and advanced vocabulary which is why, at Boston West Academy, vocabulary is one of our key drivers. In foundation stage and year 1, key vocabulary is identified and explicitly taught. From year 2 upwards, pupils are explicitly taught five words each week, taken from a whole class reading text, in order to increase their language repertoire. Teachers use a variety of age-appropriate activities that link to cognitive theory, metacognition and memory, to embed these.

Grammar and punctuation:

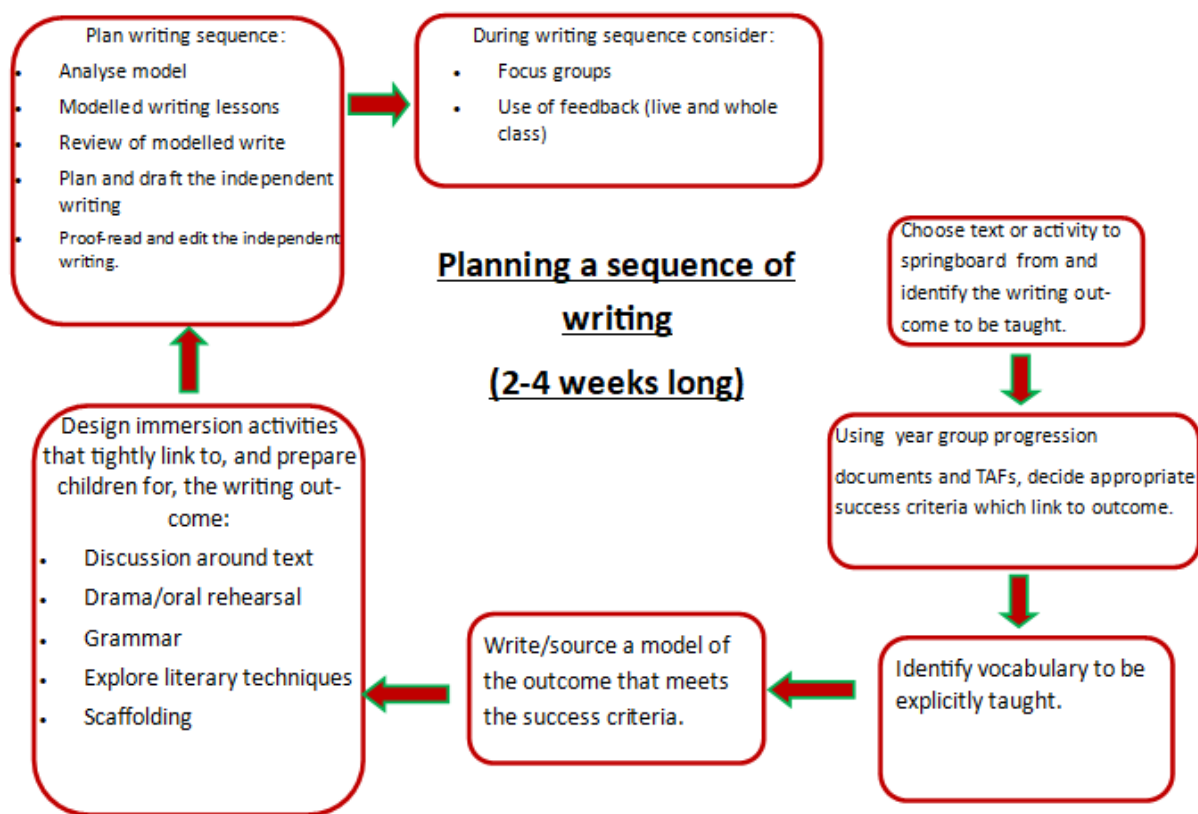
Grammar and punctuation are taught as part of the writing sequence, linked tightly to the genres being studied, so that pupils are able to see these as integral elements of writing rather than isolated skills. Grammar and punctuation are taught progressively, using the objectives taken from the National Curriculum, which have been aligned to year groups in the writing progression document. Pupils will be explicitly taught grammar knowledge and will practise and apply this during their writing lessons, following modelling and scaffolding by staff. Finally, independent writing is used to show how pupils can apply this new knowledge in their own work.

The writing sequence:

Often, the stimulus for writing is linked to a text or topic being studied and where possible, pupils are given an authentic purpose for writing.

In foundation stage the Talk for Writing approach, developed by Pie Corbett, is used. Children internalise the language structures needed to write through ‘talking the text’. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

From year 1 upwards, the writing sequence follows the model below.



As part of this sequence, the sentence stacking elements of Jane Considine’s *The Write Stuff* approach may be used for explicit modelling of writing.

Throughout this process, pupils are given focused and actionable feedback on their work to allow them to develop their writing skills further. At the end of each unit of work, pupils produce an independent piece of writing, deploying the techniques they have been taught. This is planned by teachers to allow pupils to further practise, apply and embed their taught knowledge and skills

Assessment:

The progress of pupils in writing is monitored carefully throughout the school through a range of both formative and summative assessments. These include:

- Assessment for learning in writing lessons
- NTS assessments in grammar, punctuation and spelling from year three (summer term) to year six
- Internal and external moderation of writing
- National statutory assessments

The progress of pupils in reading is monitored at least three times per year.

Impact:

- Pupils will enjoy writing across a range of genres
- Pupils will confidently communicate their thoughts and ideas through writing, using a varied and advanced vocabulary
- The percentage of pupils working at age related expectation will be at, or above, national averages
- The percentage of pupils working at greater depth will be at, or above, national averages
- There will be no significant differences in the progress of different groups