



Writing Curriculum Statement King's Academy Northern Parade



Intent

At King's Academy Northern Parade we strive to help our children develop into articulate and imaginative communicators, who are well equipped with the basic skills they need to become life-long learners; English learning is key to this. We believe that all children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We aim to ensure all of our children develop a genuine love of language and the written world, through a text-based approach: think links closely to the way we teach reading, as the text that we use in writing lessons, where possible, is the same text as the one that we use in guided reading lessons. We feel that writing is a key that unlocks children's imagination and enables them to become learners of the world.

In the Early Years children start their writing journey through Drawing Club. This encourages the emergent stages of writing enabling children to give meaning to their marks. Drawing Club breeds a storytelling culture amongst the children and provides children with a joy for writing at the start of their school experience. Drawing club sessions focus on rich vocabulary exposing children to the world language.

Our intention in writing is for our children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Implementation

At King's Academy Northern Parade, we teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning.

We aim to develop children's ability to produce well - structured detailed writing in which the meaning is made clear and which engages the interest of the audience/reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals.

Through our daily English lessons, the teaching of English writing follows the Hampshire Learning approach and is led through text rich, purposeful, well-developed learning journeys, where all children are challenged and supported to reach their full potential. In writing, teachers plan and teach learning journeys with a clear written outcome using the three-step approach to writing (stimulate and generate; capture, sift and sort; and create, refine, evaluate.) This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary.

At King's Academy Northern Parade, spelling is taught regularly in focussed sessions within each class. Learning to recognise the harder to read and spell words on sight is crucial in developing fluency and accuracy in reading and then in writing. Harder to read and spell words are the words that appear most often in printed materials. Once children are confident in reading and spelling these words, they are taught spelling rules and are encouraged to apply these rules in their writing. Class teachers use No Nonsense Spelling to support the teaching of different spelling rules. Pupils are taught punctuation and grammar skills in the context of text drivers, appropriate to their year group.

Impact

Within a term, each child is encouraged to write independently, this is then assessed and used to inform progress, planning and teaching. The amount of individual writing opportunities progressively increase in upper school to ensure a variation of genres and range of purpose and audiences. After each piece children are conferenced which aims to celebrate what they have done well and the next step set with the child. Writing across all key stages is moderated as a whole school, within year groups and at cluster moderation events.

By the time children leave our school they will:

- Make good progress from the EYFS profile
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes
- By the end of Year 6 children are well-prepared for the secondary curriculum.