



Subject Overview - English: Writing

Aim high & be a Star

Our curriculum

The curriculum is built on the foundation that knowledge will build on knowledge so that children know and remember more over their school journey. To achieve this, the curriculum must be grounded in educational research to ensure that it is a driver to success. The overview below states how our writing curriculum achieves this.



Teaching and Learning Cycle

The sunshine model outlines the effective delivery of information over the course of a lesson. It allows for recapping of prior knowledge; the sharing of information; the use of assessment to check understanding; the opportunity to practise whilst being supported through scaffolding and the review of learning which will inform the next steps in learning. This cycle of learning should be viewed alongside the Aspire values and Aspire learning skills.



Purpose

Writing within primary school is a vital part of the curriculum as pupils use this in almost all areas of their learning. Writing gives pupils a voice to share their ideas with the world. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability. At Greenways Primary Academy, we strive to prepare pupils for their futures with skills that will allow them to be well-equipped for secondary education and beyond.



Aims

- Children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Children will appreciate our rich and varied literary heritage
- Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Children will use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Children are competent in the arts of speaking and listening
- Children are adept in composition of writing (articulating ideas and structuring them in speech and writing).



National Curriculum and writing

Writing is a core subject in the National Curriculum and we use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for writing.

In EYFS, staff follow the statutory Early Years Framework as a basis for teaching writing in their classrooms to provide writing curriculum that is creative, inclusive, challenging and inspired by the real-world. Our bespoke curriculum encourages children to be independent and helps them to develop a range of vital skills and knowledge.

In Key Stage One and Key Stage Two, the primary National Curriculum forms the basis for a detailed outline of what we teach in the long term, identifying the key objectives for each year group/stage. To develop our writers, we use teach the National Curriculum alongside a text to engage our students. This ensures continuity between class teachers and supports pupil understanding.

Using the National Curriculum guidance, our teachers plan carefully sequenced and coherent units, which enables pupils to know more and remember more and by revisiting SPaG key skills where necessary. To ensure all skills are covered, teachers use a 'Skills Tracker' when planning a unit of writing.

To ensure coverage of a range of genres, teachers use our genre-coverage document. This gives children a broad base of knowledge, facts, vocabulary, real life experience and a context to base their writing on.



Planning

Our book-based planning sequences provide comprehensive curriculum coverage, engaging children to write with a clear audience and purpose. Each year group covers a range of genres, including fiction, non-fiction and poetry.

Teachers are responsive and adapt planning accordingly to support all children. Planning is focused around ensuring progression of year group National Curriculum expectations with a focus on the application of spelling, punctuation and grammar.

Units are based on high-quality stimulus, including a range of picture books, novels and sometimes short-films.

Assessment

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Teachers constantly assess the pupil's understanding, correcting misunderstandings. Teachers are responsive and alter planning accordingly to help learners embed and use knowledge fluently and develop interconnected understanding rather than memorise isolated facts within a unit.

Formative Assessment (AFL): During the teaching of content outlined in the National Curriculum, a pupil's subject knowledge and their ability to apply this is assessed day-to-day through formative assessment completed by their class teacher. This will be through live marking, verbal feedback, group and individual support and marking at the end of the lesson.

Summative Assessment: Throughout the year, teachers also make summative judgments relating to pupil's knowledge and understanding, as well as their ability to apply this subject content within the associated context. This is done when pupil's complete end of unit pieces of writing where components are drawn together with a clear purpose and outcome.

Statutory Assessment and Reporting: In addition to the formative and summative assessment tools, years 6 complete a National Curriculum Assessment (SAT) of their learning throughout the relevant key stage.



Assessing writing

When assessing writing, we use a drafting process. Children complete their first draft which is then marked by the class teacher in line with our marking approach and then once children have edited to improve, the piece is assessed against the NC objectives before children produce a final published piece.

Monitoring

English is monitored in a number of different ways. All subject leaders at Greenways Primary are given time throughout the year to monitor, in depth, the different areas of their subject. One of the main areas of monitoring is through pupil interviews. Giving pupils a voice in how each subject is taught is a valuable way of understanding their likes and dislikes and allows leaders to identify ways to improve the delivery of the English curriculum.

Lesson observations and book looks play another important role in providing valuable feedback about the quality of teaching and learning happening across the academy. These provide an opportunity for the English leader to evaluate the quality of education in a given subject area and identify priority areas for development, which subsequently informs investment in CPL opportunities.

Special Educational Needs

Through the equal opportunities policy, pupils with special educational needs are included in all writing lessons. Staff, where appropriate, will modify activities to ensure children with special educational needs access the same writing curriculum as their peers. Teachers adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Scaffolding and support may also be provided.