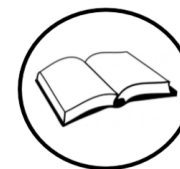


Writing in our schools



Curriculum Drivers

Relevance: Our curriculum aims to be relevant to our children, in our community and each stage of their development. This means that we have chosen content for how appropriate it is to age and stage, sequenced it carefully and aim to build on taught skills. This is alongside ensuring it is engaging and fosters a love of learning. Relevance also means that where there is a need for a child to catch up on a gap in their learning, this is provided in a timely manner.

Curiosity: We endeavour to create environments and experiences that fosters learning, language and literacy as set out in the aims of the National Curriculum. We do not underestimate the important role that emotional commitment and attachment plays in the intake, uptake and embodiment of learning. Books are a door to new worlds of imagination and learning, and our curriculum aims to foster curiosity through this.

Knowledge: Our teaching will deliver the knowledge of the code of the English language so that children can read and write quickly and efficiently. This, and our direct teaching of vocabulary and oracy will help them gain the knowledge they need to become skilled readers and writers. Writing genres are taught explicitly and we have a clear progression of how these are used through our schools.

Fluency: We aim that our children can become fluent, accurate writers with the skills they need to move on to the next stage of their education. Writing is a complex task as it requires children to focus on composition, transcription and executive functions such as self-regulation (see simple view of writing, Berginger et al 2002) and we will explicitly teach strategies to ensure children can co-ordinate these processes to move towards fluency.

Sequencing of content

Our curriculum is informed by the requirements of the National Curriculum. Our English lessons are planned based upon the teaching sequences from CLPE’s Power of Reading, with texts increasing in complexity as children move through the school. Children in the EYFS and Y1 move through our SSP at pace, where the GPCs are sequenced to build fluency in decoding and encoding quickly. Spelling is taught by phoneme in KS1 and KS2, ensuring that the spelling content of the NC is covered efficiently. Texts are chosen not only to be enjoyable for the children, but also in order of increasing grammatical and structural complexity to provide models for the children.

Diversity

To quote from CLPE’s 2022 “Reflecting Realities” report: “We believe in the power of children’s literature to change lives and we believe meaningfully inclusive representative casts of characters in children’s literature make books better.”

In our schools, we understand the need to use books as mirrors to reflect the children’s reality, but also as windows out to a wider world around them. Using CLPE to guide our choices, we choose books from a diverse range of authors and poets, showing a diverse cast of characters.

Big ideas

Oracy—we aim to develop pupils speaking and listening skills through a meaningful progression of oracy skills. These spoken ideas build into children’s writing.

Phonics—our SSP gives children opportunities to apply their phonic knowledge when encoding words.

Vocabulary—our focus on vocabulary aims to develop pupils understanding and ability to make authorial choice in their work.

Transcription—we aim that children develop accuracy, automaticity and stamina in their writing.

Enjoyment—through use of high quality texts we aim to foster children’s love of literature and pleasure in writing.

Retrieval practice

In order to recap and reinforce previously taught skills and vocabulary, teachers will plan in opportunities for retrieval of taught content from recent lessons, and over time.

This will be done a variety of ways; through in class activities, quizzes and questioning.

Cognitive science shows us that children need to build on previous knowledge in order to make sense of new learning, and we aim to build this in to our teaching sequences.