

Writing Subject Rationale

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and information, acquire a wide vocabulary
- an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent

At Landscape we want our pupils to acquire the necessary knowledge, skills and understanding to be able to communicate their thoughts, ideas and emotions effectively both independently and collaboratively.

Writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with frequent opportunities to develop and apply their writing knowledge across the curriculum. It is our intention that pupils gain a clear understanding of the writing process in order to establish themselves as writer in their own right. Through using high quality, engaging texts, we foster pupils' interesting writing and offer a reason and context for writing, which enables the children to write for purpose and audience. Children are expected to be reflective learners and to persevere by thinking about how they can make changes and keep improving their work.

It is our intention to broaden children's exposure to high-level vocabulary and to allow them to apply their understanding of vocabulary and grammatical features across the curriculum. Children are taught the relationship between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring they are supported in their spelling strategies.

Implementation

At Landscore we teach writing by starting with high quality engaging texts from a range of authors, genres and cultures. We place a high importance on exposing and teaching children a wide range of vocabulary in order to help them acquire a large vocabulary bank to call on. We ensure children have a solid understanding of grammar and are able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Through our 'teaching texts', and other high quality texts, teachers deliver writing sequences that build up children's writing composition skills. Writing sequences cover a range of genres and specific purposes, and all sequences end in a piece of extended writing. In classrooms, teachers support children's writing composition and technical skills by using 'purpose boards' that look at the effect, ingredients and examples of writing that meet the sequences purpose. Teachers will, at times, link the purpose of their writing to the theme they are studying so children experience quality-writing opportunities across the curriculum.

Teacher ensure they cover a wide range of text type and genre across the year using our genre progression to guide them. They ensure the units they plan and deliver consist of 50% fiction, 35% Non-fiction and 15% poetry. There is a progressive map of purposes for writing across these genres that teachers follow. Teachers use our English Progression Map to ensure they teach and revisit the Key Objectives in writing. They also plan and asses sequences of writing by using our 'Writing Expectations'. These Writing Expectations also provide a clear end point for writers as they move through the writing curriculum.

In every classroom, we ensure vocabulary knowledge is explored and developed. Teachers use a vocabulary display board to develop and define vocabulary that children discover through the teaching texts, guided reading sessions and whole class story from our reading spine. We also celebrate and encourage children to explore vocabulary in all areas of the curriculum. Spelling strategies are taught to children through the 'No Nonsense Spelling' programme this allows us to ensure children are developing the correct spelling knowledge as they move through the curriculum.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. Teacher follow the Nelson Handwriting Scheme to ensure a progressive and consistent approach across the school.

Year group level explanation and links to the relevant key document, to be used by teacher, is contained in our 'English Implementation Document'.

Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded, modelled and taught in a well-planned sequence of lessons.
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the purpose, context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)