

Curriculum Rationale

Curriculum Area:	Writing
Leader:	Helen Duvall
E.Y.F.S.	<p>Teachers in the EYFS focus initially on the formation of letters and finger spaces between words. Emphasis then is on child-initiated writing where children move from teacher-led learning to continuous provision where they write independently. Key words are put in all areas along with the “tricky” words from the Read Write Inc program. Different colours and types of paper are left out to encourage the children. The writing themes come from the children’s own interests and can change from year to year. Writing themes are also expected to link to other areas of the EYFS curriculum such as the understanding of the world.</p>
KS1 provision:	<p>Teachers use a combination of the Scholastic English unit plans, The Write Stuff planning units and their own ideas based upon the National Curriculum objectives for their year group. Writing is expected to be inspired by a text, preferably a whole text. This may include picture books. Teachers are expected to teach one of the Write Stuff pre-planned units a term.</p> <p>As part of the teaching of writing, from Year 2, children are taught stand-alone grammar and punctuation lessons (although these may form part of the timetabled English lessons). Teachers use a wide range of resources to teach this including Letts text books, Twinkl and Classroom Secrets.</p> <p>Handwriting forms an important part of the teaching of writing. In Year 1, children are expected to use the correct letter formation taught through the Read Write Inc program and the appropriate lead-in and lead out strokes. The school follows the Collins handwriting scheme where all children are taught a consistent style of handwriting. By Year 2, children are taught to join certain letters together.</p>
KS2 provision:	<p>Teachers use a combination of the Scholastic English unit plans, The Write Stuff planning units and their own ideas based upon the National Curriculum objectives for their year group. Writing is expected to be inspired by a text, preferably a whole text. This may include picture books. Teachers are expected to teach one of the Write Stuff pre-planned units a term.</p> <p>As part of the teaching of writing, children are taught stand-alone grammar and punctuation lessons (although these may form part of the timetabled English lessons). Teachers use a wide range of resources to teach this including Letts text books, Twinkl and Classroom Secrets.</p> <p>In KS2, handwriting continues to form an important part of the curriculum and children continue to practise with daily handwriting practise and guidance from their teachers. Children may complete stand-alone handwriting sessions using the Collins scheme of work, but teachers may use these at their own discretion.</p>
Rationale:	<p>The ability to express oneself clearly in the written word is an essential skill that all children require. Writing skills are built upon each year starting in EYFS where the children are taught to form letters correctly and begin to express themselves, first orally and then through the writing of words, progressing to simple sentences.</p> <p>From Year 1, the children begin to write simple sentences that are punctuated with capital letters and full stops and progress to using question marks, exclamation marks and made more complex with the addition of the conjunction “and”.</p> <p>By Year 2, further conjunctions are introduced so that the children can make their sentences more interesting. This is continued into Year 3 when subordinating conjunctions such as after, while and before add sophistication to the pupils’ writing. Children are expected to add speech into narratives and begin to have an understanding of cohesion.</p> <p>By Year 4, the teaching of conjunctions is consolidated and children are expected to use commas correctly to show subordination. Punctuation in speech is also taught more thoroughly and children begin to organise their work into paragraphs.</p> <p>In Year 5, relative clauses are introduced and pupils are taught to use a wider range of punctuation confidently, such as brackets, dashes, hyphens and the use of</p>

	<p>commas is consolidated. Children are also encouraged to make more independent choices on how to make their writing enjoyable for their audience.</p> <p>By Year 6, children are expected to consolidate their knowledge of grammar and punctuation and begin to include sophisticated choices such as colons and semi-colons where appropriate. Year 6 pupils are taught to draw upon the extensive and rich reading that they have done to help build their writing skills. The pupils will use dialogue effectively to convey character and move the story on. The ability to move between formal and informal writing should be evident by the end of Year 6.</p> <p>The Scholastic units of work provide teachers with a solid foundation to ensure that all the National Curriculum objectives are taught.</p> <p>The Write Stuff units are used as a method of improving vocabulary choice and encouraging children to choose literary conventions that make writing more creative such as personification, metaphor and simile.</p> <p>All writing across the school is taught with purpose – the children are made aware that there is always an audience for their written work and that it is there to entertain or to inform. For this reason, every term each class produces a display book on a given theme that is available for visitors to read.</p> <p>Teachers are expected to teach a range of writing each term: a narrative piece; a non-fiction piece; and a poem.</p> <p>Most of all, children are taught to value and enjoy writing, appreciating that clarity in the written word allows them to express themselves and provides them with the greatest opportunities as they progress with their education.</p>
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