



Our Curriculum



Writing

Intent

At Bushbury Hill Primary School, we believe writing is an important part of children's development throughout school. Our aim is to encourage children to be independent writers for a range of audiences and purposes across different text types. Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed around quality, challenging texts. We intend on delivering a broad curriculum which

- Ensures children develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. This is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.
- Allows children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Ensures pupils are 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.
- Enables writers to refine and edit their writing over time, which in turn develops independence in being able to identify their own areas for improvement in all pieces of writing.
- Is in line with the expectations in the National Curriculum 2014.
- Provides equal opportunities for children to apply their writing knowledge to other subjects (cross-curricular links).

Implementation

Our aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, which provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

- English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.
- For pupils in EYFS, KS1 and KS2 (where applicable) to have 4 phonics sessions a week, following the RWI approach. Once children have completed the RWI programme, they will complete guided reading sessions within class.
- The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum.
- Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Staff follow the Spelling Shed scheme of work to support their teaching and provide appropriate activities. Spellings are sent home on a Monday and then tested on a Friday.
- Working Walls are present in all classes to aid pupils and guide them through the writing process.
- All classes to have Vocabulary displayed within their classroom. Classes to encourage a wider use of Vocabulary and in KS2 Thesauruses and dictionaries to be easily accessible.
- Pupils are given a wide range of opportunities to use and develop their speaking and listening skills to help them with the writing process across all areas of the curriculum. Appropriate Talk for Writing strategies are also used across school, where they will aid and benefit the writing process.
- All Children write daily

- Each year group have an overview of the writing genres, both narrative and non-fiction that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year.
- The writing process will take approximately 2 weeks, and the outcome of each unit will be an Extended Write which will be used to assess the pupil's skills against the agreed success criteria.
- Each unit is linked to a carefully chosen text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing outcome for that unit.
- Each unit starts with a WAGOLL – What a good one looks like which is created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing. Non-fiction units are also taught through a quality WAGOLL that may be based on a stimulus text or may be related to another curriculum area
- Grammar and Punctuation to be taught alongside the Units of Work, often as starters to lessons.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.

Leadership, Assessment and Feedback

- Marking is rigorous in English and across the curriculum, with regular 'Response Times' and spelling corrections to help children correct and consolidate their work.
- Regular English book scrutinies are carried out to ensure children are making appropriate progress
- Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.
- Independent writes 'Wicked Write' are carried out every two weeks to assess children's understanding of the skills previously taught. Where gaps are identified, additional activities, teaching or intervention will be put in place to support.
- The Writing leader has a clear role and overall responsibility for the progress of all children in writing throughout school. Key data is analysed and regular feedback is provided, to inform on progress and future actions.

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 and have the correct level of challenge.
- 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 context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- Pupils will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment of from their starting point in Nursery.