



## **Writing Curriculum at Stamshaw Infant School**

### **Intent**

At Stamshaw Infant School, we aim for all children to confidently communicate their knowledge, ideas and emotions through their writing. Driven by a creative and topic based curriculum, we want our children to enjoy drawing on their knowledge to write high quality pieces for their intended audience with purpose and context. By teasing out the mechanics of writing from high quality examples, children will be inspired and equipped to emulate and innovate their own pieces of writing. High expectations will be placed on handwriting, spelling and grammar to aid this process and a rich diet of fiction, non fiction, poetry and topic based texts will broaden pupil's vocabulary and enable them to convey their message expertly and articulately.

### **Implementation**

The National Curriculum for English is taught creatively through our curriculum topics. Children become fully immersed in a subject in order to give them the best knowledge and foundations for writing. Cross curricular writing enables the children to express themselves across all subjects and maintains high writing expectations in every subject area. By working backwards from a high quality example, children identify the key features of a successful piece of writing before practising the grammatical and structural elements for themselves. During the 'shared writing' lesson with the teacher, children are taught how to compose with a strong emphasis on speaking and listening.

Daily phonics teaching in Early Years and Year 1 enables children to learn how to 'crack the code' of reading and writing. Children will be shown how to use their phonic knowledge to stretch out words, identify the sounds and choose an appropriate grapheme to represent those sounds. Children will see the reciprocity between learning to read and learning to write.

Children in Year 2 will further their understanding of spelling by learning the age appropriate spelling rules as outlined in the National Curriculum spelling appendix.

We draw children's attention to 'common exception words' Those words which are not easily decoded using their phonic knowledge. Children will practise reading and writing these words accurately.

Weekly spellings, linked to phonics lessons, are sent home in Key Stage 1. A daily spelling grid encourages children to practise for a short time every day, using the look, say, cover, write, check method. Children enjoy their weekly spelling test to celebrate what they have learned.

Regular handwriting opportunities using handwriting specific books, enable children to practise letter formation, ascenders, descenders and joins. We celebrate National Handwriting Day with a whole school event.

We ensure that children are aware of their strengths and areas for development in writing so that children can take ownership of their progress. Teachers leave next steps in books when marking to ensure that

children know exactly what they need to do next to make progress in their writing. They are given opportunities to respond and practise new skills.

Teachers will identify children who need further support and plan an appropriate support plan to meet their needs. Learning will be scaffolded, TA support will be utilized and teachers will work closely with parents to share progress. In addition, children who are exceeding national expectations will be encouraged to flourish and write with greater depth.

### **Impact**

Children will confidently continue their writing journey through junior school and beyond, having built solid foundations in the fundamentals of writing. The majority of our children will reach age expectations in writing, demonstrating that they can write coherently and accurately with individual flare that has been encouraged and celebrated. Our children will be able write independently and present their ideas across a range of genres. They will enjoy selecting higher level vocabulary to capture the interest of the reader. Children will know what they need to do to continue to improve and will begin to take ownership in editing their own work.