



INTENT:



Love for Learning:

Children will develop a love for Writing. They will use their love of reading to become confident writers, who plan, write fluently and edit with purpose. Children will learn new vocabulary and use this in their own writing with the correct meaning. Allow children to develop the skills to be competent writers that can write for different purposes.



Enquiring Minds:

Children will build a strong understanding of vocabulary and use this to enhance their own writing. Children will question what makes a good piece of writing and develop their own styles. Give children the knowledge they need to be able to write for purpose. Be curious learners by asking questions and improving their writing.




World Wise:

Children will have opportunities across all curricular areas for the development of writing skills to help all pupils know more, remember more and understand more. Children will understand why writing is important to support their development throughout their lives. We will inspire curiosity and fascination about different authors, writing styles and techniques which will remain with children for the rest of their lives.

To ensure progression throughout each year group, writing has been mapped into key grammar threads. By doing this, our children build on previous writing knowledge and skills taught allowing them to become competent, independent writers.

CORE grammar threads taught across the Year groups

Transcription	Handwriting	Composition, Editing and Publishing	Vocabulary, Grammar, Punctuation
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VAYNOR VALUES	LEARNING SUPERPOWERS 	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

IMPLEMENTATION:

Our writing curriculum ensures knowledge and skills are progressive and sequenced to provide a framework which engages children and inspires children to be confident, independent writers. Each year group has a range of opportunities to write narrative and non-fiction writing linked to their key texts.

How writing is mapped across the school:

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn	Narrative Recount	Narrative Instructions Report Poetry	Narrative Explanation	Narrative Explanation Poetry	Narrative Poetry
Spring	Narrative Recount	Narrative Instructions Recount Poetry	Narrative Recount Persuasion	Narrative Persuasion Poetry	Narrative Persuasion Explanation Poetry
Summer	Narrative Instructions	Narrative Persuasion Report	Narrative Persuasion Report Instructions	Narrative Poetry Instructions Report	Narrative Persuasion Explanation Poetry

Approach to Learning:

STAGE 1: The COLD TASK – Prior Assessment - The COLD TASK drives the teaching and the learning as it establishes the writing features to focus on. Observing the children’s learning behaviours also helps you select the hook for the unit.

STAGE 2: The WARM TASK- This is the modelled and guided stage, which steers the teaching and the learning forward. From imitation & innovation, activities undertaken at this point should deepen understanding of:

- Comprehension of the text (reading as a reader)
- The pattern of language of text type being focused on (reading as a writer)
- The language features being focused on - daily word and sentence work

Monitoring:



- ✓ Planning scrutinies, pupil discussions and lesson observations
- ✓ Trust moderation
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD and curriculum

IMPACT:

Writing Specific Impact Measures

- Give children the knowledge they need to be able to write for purpose.
- Children make progress from their starting points
 - Inspire curiosity and fascination about different authors, writing styles and techniques which will remain with children for the rest of their lives.
 - Deepen understanding of the English written language.
- Become competent writers.
- Write for different purposes.
- Be curious learners by asking questions and improving their writing.
- Children to use their writing skills across other curriculum areas
 - Develop and enrich vocabulary and throughout the curriculum

THE VAYNOR CURRICULUM

Writing ONE PAGE OVERVIEW

“Inspired to be the best that I can be!”



- Apply the skills taught independently in longer writing opportunities.

STAGE 3: The HOT TASK -This is the independent application stage, where the children write their own versions.

At this stage the children:

- Demonstrate their use of the structural, layout, spelling, punctuation and grammatical features that have been focused on in discrete sessions in their independent application.
- Emulate the skills of the professional writers focused upon to demonstrate their learning and give their reasoning.
- Allow children the time to **plan, draft, edit and publish** their own writing.

Throughout the learning sequences children are immersed in vocabulary needed for the text and taught the skills of reading like a writer and writing like a reader. Learning intentions are shared with the children and steps to success are shared and developed together to use as self-assessment tools.

Approaches to Recording:

- English books- writing, reading and handwriting
- WALS and steps to success shared every lesson.
- Photographs and digital recordings.
- Drama lessons.
- Talk for writing lessons.
- Oracy- time to talk and discuss.
- Literacy across the curriculum – providing opportunities for children to write across a range of subject areas.
- Published work- display and for real life purposes.

Tracking and Recording Assessments

We use National Curriculum school trackers half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision. Pupil progress meetings are held to support teachers to get children to reach their potential.

Writing moderation is held termly including Key stage and trust moderation.

Leadership team make regular book looks to check progress and planning sequences.

