



### 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

<b>Transcription</b>	<b>Handwriting</b>	<b>Composition</b> Editing and publishing	<b>Vocabulary, Grammar, Punctuation</b>
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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:

#### OUR Key Texts

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn	Narrative Recount	Narrative Non-fiction instructions Report Poetry	Narrative Character description Diary entry Weather report Non-fiction Explanation	Narrative Recount – diary entries Poetry Complaint Letter writing/Apology Letter	Narrative Poetry
Spring	Narrative Recount	Narrative 1st and 3rd person Poetry Recount Non-fiction instructions	Narrative (from different perspectives) Recount Persuasion Poem Instructions	Narrative Persuasion Poetry	Narrative Persuasion Non-fiction- Explanation Poetry
Summer	Narrative Instructions	Narrative 1st person Report Persuasion	Narrative Persuasion Non-fiction report Descriptive writing Instructions	Performance Poetry Informal and formal Instructions Narrative	Narrative Instructions

**We use this sequence of writing to plan our units using our high quality texts for each year group.**

#### 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- **LACS**
  - Develop and enrich vocabulary and throughout the curriculum



**Approaches to Recording:**

- English books- wrint, reading and handwriting
- WALTs and steps to success shared every lesson
- Photographs and digital recordings.
- Drama lessons
- Talk for writing lessons
- Oracy- time to talk and discuss
- LAC’S- Literacy across the curriculum

Published work- display and for real life purposes

**Approach to Learning:**

**Sequence for Writing**

1. Reason for writing
2. Cold task
3. Raiding the reading
4. Sorting and sequencing the SPaG
5. Warm Task
6. Planning the piece
7. Hot task
8. Editing for excellence
9. Publishing for perfection

**Reason for writing**

This is the starting point, the ‘why’ behind the writing. It could be to inform, entertain, persuade, or any other purpose. Establishing the reason for writing helps set the tone and direction for the piece. This is the hook to the text or writing opportunities. Establish what the outcome for the sequence will be.

**Cold task**

Assess what they know: The fundamental purpose of this activity is for the children to demonstrate their initial knowledge, skills and understanding of a given text type or genre.

**Raiding the reading**

This step involves exploring existing texts related to the topic or genre. It helps pupils understand the features, language, and style used in similar pieces. They can draw inspiration and learn from the works of other authors.

**Sorting and sequencing the SPaG**

SPaG stands for Spelling, Punctuation, and Grammar. In this phase, the focus is on planning and teaching specific objectives related to these elements. It lays the groundwork for using correct and appropriate language in their writing. In the ‘Sorting the SPaG’ phase, the emphasis is on breaking down the intricacies of spelling, grammar, and punctuation in a systematic and interactive manner. The process involves ‘live’ modelling and ‘explicit narration’ to provide clear examples and guidance. It includes incidental writing opportunities to practice the skills.

**Warm Tasks**

An opportunity to apply skills in a peer or guided session and to redraft to improve. A shared class write is a collaborative writing activity where the entire class works together on a particular piece. It serves as a practical application of the spelling, grammar, and punctuation objectives learned during live modelling and explicit narration. The teacher guides the pupils through the process, ensuring that they understand how to craft the specific genre of writing they are focusing on.

By engaging in a shared class write, pupils not only observe the application of SPaG objectives but actively participate in the crafting of a piece, applying their newly acquired knowledge. This collaborative approach fosters a supportive learning environment where pupils can learn from each other and receive immediate feedback.

❖ \*Guiding Through Peer Writing opportunities: Children have the opportunity to work with a peer to

apply their skills during the sequence. This will enable children to work collaboratively and work from each other’s ideas. This is also an opportunity to encourage mixed ability groups to support vocabulary and develop creativity.

❖ Dictations: Key stage 1 Dictated sentences to support the cognitive demand and workload.

❖ Use Aftl during the process to inform planning and decide if any further teaching is required of the elements taught.

**Tracking and Recording Assessments**

We use NC 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.

SLT regular book looks to check progress and planning sequences.



# THE VAYNOR CURRICULUM

## Writing ONE PAGE OVERVIEW

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



Planning the piece
<p>Pupils outline their ideas, organise thoughts, and structure their writing. It could involve creating mind maps, outlines, or storyboards to ensure a logical flow and coherence in their piece.</p> <ul style="list-style-type: none"> <li>❖ Grammatical Features: During the planning process, pupils deliberately consider and incorporate grammatical features into their writing. This includes the use of varied sentence structures, appropriate verb tenses, and the application of grammar rules. Planning allows them to strategically integrate these features, ensuring that their writing reflects a command of language conventions.</li> <li>❖ Literary Devices: In addition to grammar, literary devices play a crucial role in creating a rich and engaging piece of writing. Pupils, during the planning phase, can identify and plan for the use of literary devices such as metaphors, similes, imagery, or dialogue. This intentional inclusion enhances the depth and creativity of their writing.</li> <li>❖ Spelling and Punctuation: Attention to detail in terms of spelling and punctuation is a key aspect of the planning stage. Pupils carefully consider where specific punctuation marks should be placed for clarity, and they plan for accurate spelling throughout their piece. This ensures that their writing not only communicates effectively but also adheres to language conventions. This could be collecting vocabulary from the reading and placed on working walls, mini dictionaries or planning format.</li> <li>❖ Logical Flow and Coherence: Creating mind maps, planning grids, text maps or storyboards is a method employed during planning to ensure a logical flow and coherence in the writing. This helps pupils <u>organise</u> their thoughts, sequence ideas, and maintain a cohesive structure throughout their piece.</li> </ul> <p>By addressing these aspects during the ‘Planning the Piece’ stage, children are not only preparing for the act of writing but are strategically setting themselves up for success in the assessment process. This thoughtful and intentional approach to planning contributes to the overall quality and effectiveness of their writing.</p>
Hot task
<p>The independent writing happens here. Armed with a plan and an understanding of language conventions, pupils bring their ideas to life. This is the creative and expressive stage where they use their imagination and taught language skills to craft the piece. To support pupils on this independent writing journey, it is advisable to allocate timed slots. This not only encourages focused writing segments but also serves as a motivating factor for pupils to complete their work efficiently.</p>
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Editing for Excellence
<p>After the initial draft, it's time to review and refine. This step focuses on editing for clarity, coherence, and overall improvement. Pupils may revise sentences, check for errors, and ensure that their writing effectively communicates the intended message.</p> <p>When it comes to editing their independent pieces of writing, pupils are guided through a structured approach that involves focusing on specific components to refine and enhance their work.</p> <p>Use the ‘Editing Writing’ document as a guide.</p>
Publishing for Perfection
<p>In the ‘Publishing for perfection’ stage, pupils get the chance to transform their edit drafts into polished pieces. This step is all about refining their handwriting skills—making sure that every letter is formed correctly, mastering the art of smooth connections between letters (joining), and getting the spacing just right. By concentrating on the transcription aspect, they can hone these essential skills without the distraction of composing new content. It's like giving their writing a makeover to make it not just great in content, but visually pleasing too!</p>