

Askwith Primary School

Writing rationale:

Our curriculum offer for English begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

English is an integral part of education and society. A high-quality education in English teaches children the art of speaking and listening, how to write and communicate ideas coherently for different purposes and how to read fluently with good understanding. At Askwith Primary school, we adopt a determined approach when it comes to reading and writing. We endeavour to ensure all children (this includes SEND, EAL, PP and vulnerable children) have fluency and automaticity in reading and writing so that they can meet the expected standard in all aspects of English. Through reading and chosen literature in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary, thus addressing vocabulary gaps, and allows children to explore and appreciate our rich and varied literary heritage. As our context is predominantly White/British, our English curriculum promotes the rich diversity of Britain, including an appreciation of our locality. We carefully choose the literature we expose the children to so that we can plan for purposeful opportunities to discuss important aspects of British values, mental health and well-being and citizenship, thus developing children's cultural capital. We promote a love of literature through widespread reading for enjoyment.

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In writing, we recognise the 'must haves' as knowledge of grapheme-phoneme relationships, word knowledge, knowledge of composition and transcription and a positive self-image as a learner. We recognise the 'could dos' as phonics, writing lessons, retrieval practice for knowledge and interleaving.

See also: Reading rationale

Writing Curriculum: intent and implementation 2022-2023

Intent	Implementation
Quality of Education 2. Early writing has a greater emphasis on transcription	<ul style="list-style-type: none">• Early writing training for EN LL JF NT OB• Research handwriting (pencil grip and control) and approach to handwriting

3. There is a greater emphasis on the teaching of transcription from Y2-Y6

- All teachers agree curriculum maps showing progression in essential knowledge and consistency of approach
 - Review writing curriculum: establish a 'teaching of writing at Askwith' approach in Class 1 and 2 (using recommendations from English Hub) consistent approach to dictation
 - transcription progression aligned to pre-writing skills (write from the start) in nursery and reception autumn term - continue fidelity to SSP
 - transcription progression aligned to letter families (reception spring term to end of reception)
 - transcription progression aligned to SSP Y1-Y2
 - transcription progression aligned to handwriting research (pencil grip, posture, positioning, corrective measures)
 - Create transcription endpoints (separate from composition)
 - Review timetable of writing (phonics, spelling, handwriting and composition lessons) in Class 1 and 2
 - Writing curriculum to be presented to and
 - agreed by governors
 - Early Writing training for all TAs
 - EN and JF monitor teaching of writing
 - EN and JF monitor lowest 20%
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- Review writing curriculum: establish a 'teaching of writing at Askwith' approach in Class 3 and 4 (using recommendations from English Hub) consistent approach to dictation
 - transcription progression aligned to SSP Y1-Y2
 - transcription progression aligned to handwriting research (pencil grip, posture, positioning, corrective measures)
 - Review transcription endpoints and link to deliberate practice of spellings in KS2

4. Further develop the teaching of composition

The planning, teaching and assessment of the English curriculum is informed by the nine principles of cognitive science (Daniel Willingham)

- Review timetable of writing (phonics, spelling, handwriting and composition lessons) in Class 2, 3, 4
- EN and JF monitor teaching of writing
- EN and JF monitor lowest 20%

- Review writing curriculum: develop further the 'teaching of writing at Askwith' approach to composition across school (using recommendations from English Hub)
- progression of Alan Peat sentences for all years
- All teachers agree curriculum maps showing progression in essential knowledge and consistency of approach
- Training for TAs
- EN and JF monitor challenge in writing across school
- Daily opportunities to develop creativity through writing for pleasure books

- Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking
- Factual essential knowledge is taught before the skill
- Working memory capacity and the alteration of long term memory is considered when planning and teaching (planned thinking time, recalls)
- Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding
- Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge
- Pupils have opportunities to deliberately practice newly acquired knowledge
- Pupils articulate how they know more, remember more and therefore do more

The writing curriculum is rooted in the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life, therefore addressing social disadvantage and injustice. All pupils have the cultural capital to be educated citizens

The English curriculum provides an inter-disciplinary cross-curricular approach, which makes meaningful connections between subjects. These natural links enable pupils to develop creativity across the curriculum

- Knowledge and skills are well sequenced and develop incrementally
- Teacher subject knowledge enables all pupils to achieve their potential
- All pupils (unless it is justifiable) are able to read to an age appropriate level and fluency. All pupils (unless otherwise specified) can access the curriculum and are not falling rapidly behind their peers. Teachers are experts in the teaching of reading. There is strong evidence that pupils' comprehension, knowledge, vocabulary and ideas are developing as they should towards endpoints

Pupils have a wide vocabulary and a rich understanding of the meaning of words encountered

- Instil a growth mindset ethos by talking about successes and failures in terms of effort not ability
- English progression documents demonstrate substantive and disciplinary knowledge and the opportunity for creativity

- Monitor the blend of substantive/disciplinary knowledge
- Use of English progression documents and planned knowledge checks
- Audits of subject knowledge and needs across the curriculum
- Book Band Books system used, regular running records, year group list of 'must reads' throughout the year, updated reading record book, timetables show regular story sessions, phonics/reading audits carried out by English subject leader

Pupils are read to frequently, pupils introduced to horizontal/vertical vocabulary across the curriculum with sufficient contextual exposure, all classes have 'What do words mean?' display which is added to regularly, all classes have vocabulary books which are used across the curriculum, vocabulary to develop disciplinary knowledge will be introduced across the curriculum (planned for in the first instance)

Early Writing

At Askwith Primary School, writing starts in Early Years. Fine motor skills are prioritised in Nursery and focus sessions are led daily by an adult. These sessions include tasks that require the use of tweezers, scissors and other fine motor manipulatives. This is key to ensuring that all children have the appropriate strength and coordination to be able to develop their early writing skills. In Reception, letter formation is introduced as part of our

SSP, Phonics Bug. Daily phonics includes the formation of the grapheme. Focus handwriting sessions are led by an adult daily in addition to this; starting with pre-handwriting skills (Write from the Start) and progressing into letter formation following letter families (see: Whole school handwriting endpoints). Deliberate practice of fine motor skills and writing are planned into continuous and enhanced provision. Daily phonics in year 1 and 2 continue to teach the formation of graphemes as new graphemes are introduced. Similarly to Early Years, KS1 have daily handwriting sessions that reinforce the formation of the grapheme aligned to their phonics sessions. In Early Years, dictation is used to ensure that the words/phrases/sentences that are being constructed are planned by the teacher to ensure deliberate practice of irregular words and the formation and spelling of sounds that are aligned to their phonics progression. Following the novice to expert continuum, dictation continues into year 1. This can be dictation led by the teacher or dictation led by peers (using pre-written sentences). As year 2 children move into phase 6 and in order to maintain appropriate challenge, they will begin to orally compose and write sentences independently. Dictation continues to be used throughout the school when new concepts are introduced and when appropriate (see: Teaching of Writing at Askwith Primary School).

SMSC in English

Spiritual, moral, social and cultural education in English is driven by the choice of literature our children are exposed to. The books chosen for class story, an integral part of our daily diet of reading, are books from our Global Theme text list and books from our 'Four Rs' text list. These books have been carefully chosen to expose all pupils to different cultures, traditions, religious beliefs, moral issues, societies and communities. During this time, important issues are explored and discussed in a safe and nurturing environment.

Knowledge in writing

In writing, knowledge refers to the understanding and application of transcription (phonics, spelling and grammatical, structural and linguistic features). At Askwith Primary school, our planning and teaching builds on children's knowledge. This allows opportunity for deliberate practice, e.g. use of grammatical, structural and linguistic features in writing.

Substantive knowledge

Substantive knowledge is the 'know what' knowledge (declarative) and 'know how' knowledge (procedural knowledge). For example, knowing what the sound is and what the process of sounding out is, is the declarative knowledge. Being able to sound out a word is the procedural knowledge.

In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the LTM.

We teach this knowledge of structure, grammar and language in the autumn term, using known texts. In KS1, these texts are a selection of traditional tales that build on their knowledge of oral composition of traditional tales from Early Years. In KS2, these known texts are recommended read texts and class stories. These known texts are used as stimuli for the application of these features in writing. By spring term, fiction, non-fiction and poetry genres are introduced and all knowledge of structure, grammar and language is embedded through the teaching of these genres. Non-fiction genres are applied in purposeful areas of the wider curriculum once taught in writing lessons. The progression of genres allows for a build-up of essential knowledge regarding a range of genres of writing (narrative, informative, persuasive and poetic) and their specific features (see progression of genres document).

Disciplinary knowledge

In writing, the disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to 'write with the ear'; to hear what the reader would, and make choices based on effectiveness and coherence. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

English writing comprises of transcription and composition. When teaching composition (grammar, punctuation, structure, language and specific genres), we follow the structure below in all classes. This structure has been informed by the English Hub and 'The Three C's' approach. 'The Three C's' approach is a three part teaching process that builds up to a final piece of writing. The three parts are categorised as collect, connect and create. Adopting this approach to writing ensures consistency across the school and ensures opportunities for reading, exploration of vocabulary, oral rehearsal and drama, drafting and editing.

We teach knowledge of structure, grammar and language in the autumn term, using known texts. This includes addressing gaps in connected knowledge. In KS1, these texts are a selection of traditional tales that build on their knowledge of oral composition of traditional tales from Early Years. In KS2, these known texts are recommended read texts and class stories. These known texts are used as stimuli for the application of these features in writing. By spring term, fiction, non-fiction and poetry genres are introduced and all knowledge of structure, grammar and language is embedded through the teaching of these genres. Non-fiction genres are applied in purposeful areas of the wider curriculum once taught in writing lessons. The progression of genres allows for a build-up of essential knowledge regarding a range of genres of writing (narrative, informative, persuasive and poetic) and their specific features (see progression of genres document).

Teaching of writing

English writing comprises of transcription and composition. The teaching of transcription is emphasised more in Early Years and KS1 with daily phonics, handwriting and spelling sessions. In KS2, daily handwriting and spelling sessions continue (see: whole school handwriting

endpoints). Across years 1-6, handwriting is also practised at the start of every writing session.

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Vocabulary and language-rich environments

All classrooms are language-rich and support children to develop their bank of vocabulary and language. All teachers know that there are different tiers of vocabulary and that vocabulary can be vertical and horizontal in meaning. Alongside our dialogic approach (see oracy rationale), each classroom consistently displays tier two vocabulary that comes from classroom dialogue (peer and adult conversations, storytelling etc.) on 'What Do Words Mean?' displays. Each topic display board includes key words. This tends to be subject-specific, tier three vocabulary. This vocabulary is discussed as it arises within the context of the lesson in all years and the vocabulary is also taught/reinforced during weekly vocabulary sessions in years 1-6. All classrooms are literature-rich; high-quality books are chosen for different purposes, such as topic books, recommended reading books etc. and are accessible to children at all times (see reading rationale). In the Early Years, a language-rich environment is established with the addition of; decodable word labels in provision, literature in provision and provision areas for storytelling, reading and writing (see EYFS rationale).

Creativity in English

Creativity and knowledge should work together as creativity involves making connections and using 'old' knowledge to create 'new'. At Askwith Primary School, we have designed our curriculum so that the natural links between English and other subjects are deliberate and

purposeful in promoting creativity. For example, children in years 5 and 6 could apply their knowledge of events during a significant period in history and their knowledge of newspaper report writing in English to write a newspaper report from the viewpoint of a particular person from that time. They draw upon their knowledge of history and English as well as use their imagination to create a unique piece of writing.

Assessment

Spellings

Graded spelling scores are assessed at the three data collection points (September, February and June) in KS2. Spellings are taught and assessed on a weekly basis from years 1 - 6 in addition to the three data collection points (see Whole School Spelling Policy). Spelling mistakes are addressed on a daily basis through written marking and feedback.

Grammar and Punctuation

Grammar and punctuation is assessed in a summative way at the three data collection points (September, February and June).

September

Y1-6: Assessed on the previous year's curriculum.

Y2 and Y6: SATs paper

February

Y1-6: Assessed on the previous year's curriculum.

Y2 and Y6: SATs paper

June

Y1-6: Assessed on the current year's curriculum.

Y2 and Y6: SATs paper

Knowledge from the previous year is checked in September and February and knowledge from the new year is checked in June. Teachers plan and teach lessons based on the outcomes of the knowledge checks, which often includes the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which include low stakes quizzes.

This new essential knowledge is then applied in pupils' daily writing and their knowledge of this is checked daily.

Writing

Writing is assessed at the three data collection points (September, February and June). In September and February, assessed writing pieces are narrative pieces based on familiar

texts (class stories). In June, assessed writing pieces are fiction pieces based on the current year knowledge of a particular fiction genre. Children write these assessed pieces independently. Independent writing is defined as a piece of work with minimal teacher input and without peer support. Children are allowed time to plan and record ideas. They are allowed to independently use sound mats, word mats and dictionaries. They may also use a generic writing checklist not specific to that genre of writing. Teachers must not prompt or guide the writing. Formatively, writing is assessed on a daily basis through oral and written feedback from teachers and responses from the children.

Enhancements in English

A programme of visits, visitors and competitions are planned to enhance the children's knowledge and cultural capital.

	Three year rolling programme of visits		
	2021-22	2022-23	2023-24
EYFS and KS1		Online session with author Julia Donaldson	TBC
Years 3 and 4	Poetry competition	Story writing competition	Poetry competition
Years 5 and 6	Poetry competition	Story writing competition	Poetry competition
Whole school	Visit from local poet (share poems, rhymes and create poems)	Visit from local poet (share poems, rhymes and create poems)	Visit from local poet (share poems, rhymes and create poems)

Reviewed September 2022