

Curriculum Intent for English (writing)

Intent

At Preston Manor Lower School, we teach writing so that children are able to communicate their ideas and emotions to others. Our children develop a clear understanding of the writing process by planning, revising and editing their writing. Children are taught to write for different purposes and audiences, allowing them to develop a range of writing voices. Throughout their writing journey at Preston Manor Lower School, children are exposed to a multitude of class texts, inspiring them to become authors in their own right.

Spelling, handwriting and grammar form integral parts of our writing curriculum. In grammar, children are taught a wide range of grammatical concepts from sentence structure to punctuation, enabling them to become highly skilled writers. Throughout the school, children develop their phonic knowledge and their understanding of etymology and morphology so that they become confident in spelling. Our focus on handwriting also allows children to become fluent and legible writers.

Writing is organised into a long term plan identifying which units of learning will be covered across the year, ensuring that it is broad and balanced, enjoyable and engaging, challenging and meets the needs of all learners in our school. Sequenced lessons ensure that there is progression. Knowledge and skills are built upon across the half term. Progression is also clear across the year groups.

It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

From Reception to Year 6, the children will increase their long-term memory by building a bank of knowledge and skills which they can apply across the curriculum. Through teaching these units of learning, the teachers will further develop their subject knowledge of the subjects they are teaching.

By the end of Reception, the children will be able to use their phonic knowledge to write words which match their spoken sounds. They will form letters correctly and write simple sentences which can be read by themselves and others.

By the end of KS1, the children will be able to write for a range of purposes and audiences by planning, writing and revising their writing. They will be able to form paragraphs and will include a widening range of punctuation in their sentences. Children will learn new spelling patterns and will begin to join their handwriting too.

By the end of KS2, the children will be able to make purposeful choices in their writing to explain, inform and describe. They will be able to use a wide range of punctuation accurately in their writing and will be able to use their knowledge of spelling patterns and morphology to write new words independently. Children will be able to join their handwriting, enabling them to write fluently and at speed.

Implementation

The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the children in our school.

Writing is planned and taught for a half term, or can be taught in blocks. Educational visits and visitors are arranged to enhance the children's learning experiences. Displays will support, reflect and celebrate the children's learning.

Knowledge organisers are sent to families before the unit of learning is taught to allow the children and their family to discuss the forthcoming learning and carry out further research to support the learning. They will have the opportunity to read around the subject. It also highlights the knowledge and vocabulary the children will gain. The children will also complete a home learning project to support their learning.

CPD has been planned across the year to support the teaching and learning process, focussing on planning, challenge, questioning and developing cultural capital.

Impact

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things.

In writing, the children will be very clear about why they are learning the content taught to them. By the end of the unit of learning, the children will have acquired new vocabulary and new knowledge, which they will be able to recall and improve their long-term memory. They will be able to use the skills they have learned across the curriculum. Children will make progress over time, which will be clear in their books. The subject knowledge and pedagogy of learning for teachers will be improved. Individual teachers will have been supported through targeted CPD.