



Writing Curriculum Statement

Writing Intent

At Hunslet Moor we believe that all children should be given the opportunity to achieve their true potential, taking into account the importance of meeting the needs of each individual child's learning, and their social and emotional needs.

We want our children to see themselves as authors! We encourage our children to have high aspirations and want them to acquire life-long skills which will assist them as they move through their educational journey and beyond. Our writing curriculum follows the national curriculum requirements to provide our pupils with high quality English lessons which teach them to speak, read and write fluently; enabling them to communicate their ideas and emotions effectively. We aim for all pupils to:

- Develop a positive attitude towards English and gain enjoyment from writing.
- Communicate effectively, speak with confidence and structure their talk in ways which are coherent and understandable.
- Develop an awareness of purpose, audience and text type.
- Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language.
- Understand how to plan and prepare for writing; making informed choices about their own writing
- Write with confidence, fluency and understanding.
- Understand how to reflect upon, edit and improve their own work, including responding to the constructive criticism of others.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have fluent, legible, cursive handwriting and take pride in the presentation of their work.

Writing Implementation

Writing at Hunslet Moor is taught daily. Our Long Term English plan maps out carefully considered high quality key texts which link closely to our curriculum drivers and the range of genres that are taught. Our key texts are an integral part of our English curriculum, allowing children to experience texts from a range of ethnic and cultural representations.

At the start of every writing unit, we plan hooks to enrich our children with exciting experiences and to ignite curiosity. Writing is taught through a well-considered and clear sequence where children learn the content and features of a model text linked to the purpose and genre they are focusing on. Talk is encouraged so children can verbalise their ideas as well as to learn from each other. Learning is differentiated to meet the needs of all children within the class, providing opportunities for children to become

secure in technical elements of writing. Fluency with the sentence structures and content is practised and improved upon before children apply their learning to a new piece of writing. Writing is then published by the children and celebrated. Teaching our children key skills is a core part of our writing curriculum. These are rigorously taught and practised so that children develop their fluency with these skills. Teachers model how to capture the ideas of pupils using the key skills, whilst always striving to use more ambitious vocabulary and sentences. We expect children to have high standards of presentation in their writing and teach a cursive style of handwriting. We build on children's knowledge and understanding of phonics by directly spelling. Children learn the spelling patterns and rules which they must apply to increasingly ambitious vocabulary.

Our classroom environments and English working walls encourage children to become independent learners. The writing journey is evident on working walls, providing key information and vocabulary along with modelled examples. Writing is celebrated throughout displays across school. The practice of phonic and spelling is a core part of our home learning to support the learning taking place in school.

For our pupils in EYFS, we encourage our pupils to explore and learn to make through our enabling environments. Environments within early years respond to the interests of children and are language rich; promoting the development of communication and language.

Writing Impact

Regular formative and summative assessment is undertaken across independent pieces of writing as well as termly assessment tracked on Sonar. To ensure that children receive teaching in response to needs and all make progress, leaders work alongside teachers to ensure that the writing opportunities and outcomes are appropriate for the needs of all the children in their year group. CPD is regularly provided for teachers and any staff leading interventions.

The impact of the teaching and learning of writing is evident through good or better progress over time across all key stages relative to each individual's starting point. Our well planned sequence of learning is designed to support children to develop and refine their communication and written skills and prepare children to become successful for their future by leaving our school at least at the expected standard for their age.

Children's choice of vocabulary and sentence construction should improve in their writing across all areas of the curriculum, alongside their ability to orally share their thoughts and opinions.