

# Bolham Primary School Writing Curriculum



## **Intent**

At Bolham Primary School, the teaching of writing is of paramount importance within a broad and balanced curriculum. Our aim is to ensure that every child within our school, regardless of background and potential difficulty, leaves our school as a competent writer and with an understanding of the conventions of Standard English and how to use it effectively.

This ability to write with confidence for a range of purposes and audiences ensures that children leave Bolham fully prepared for their secondary education, ready to achieve their aspirations and thrive in their adult life.

## **Implementation**

- Writing is planned in line with the National Curriculum and the EYFS curriculum.
- A balance of non-fiction, fiction and poetry is taught with a breadth of text types eg. Persuasive texts, instructions and patterned narratives. These are monitored by the English lead to ensure a broad and balanced curriculum across the whole school.
- Teachers plan writing sequences that generally last 2 or 3 weeks, that meet the needs of their cohort.
- Elicitations are used to assess children's needs and planning is adapted in light of these assessments.
- Teachers are encouraged to plan their own sequences or adapt teaching sequences such as Texts that Teach. The school is committed to providing resources that help support teachers plan high quality literacy sequences.
- Teachers are encouraged to plan exciting hooks and practical activities to motivate writers and give purpose.
- Literacy sequences use high quality texts as a stimulus.
- During literacy sequences, key writing skills in line with the National Curriculum will be taught explicitly.
- Literacy Sequences typically end in a final outcome piece. This is a valued piece which may be 'published' or have a real-life purpose.
- Editing is seen as a valued skill and children are encouraged to edit with a green pen as part of their daily practice.
- Editing skills are taught in Year 1.
- The teaching of phonics is highly valued by the whole staff of the school and is taught daily in EYFS and Year 1 with Year 2 being taught phonics and spelling strategies daily.
- Spelling is taught explicitly and in literacy teaching in line with National Curriculum standards.
- Early writers are given opportunities to write independently during independent learning activities with writing prompts and resources provided to aid and motivate pupils.

- Letter formation is taught explicitly in EYFS and reinforced in KS1 and beyond.
- The Nelson Scheme is used to teach handwriting.
- Where appropriate, children are taught to join their writing in Year 2.
- In EYFS, activities are provided to develop gross and fine motor skills.
- Intervention programmes such as High 5 are provided to improve children's fine motor skills and pencil control. Individual handwriting programmes are also used to support children's individual needs.
- Aids such as pencil grips are available for those children who need them.
- Pens are introduced in Class 3 with 'Pen Licences' used to motivate pupils.
- Children's writing levels are assessed termly and children's levels are put on Pupil Asset.
- Moderation of writing is done with colleagues in school and with other teaching colleagues from across the wider teaching community to ensure consistency in judgements.
- Any children who are not making the progress expected are given extra support.
- Writing progress and attainment is looked at once a term by Governors and the English Subject Lead will provide information to them on the provision the school is making for its pupil in writing.
- Through Professional Development Meetings, staff analyse the teaching of Reading and Writing and look at ways of improving teaching.

### **Impact**

Regardless of background, ability or additional needs, by the time children leave Bolham School they will :

- Be competent writers able to write using the conventions of standard English.
- Be confident writers able to write independently and for different purposes.
- Be prepared for the transition to Secondary School and have the ability to use writing in all curriculum areas.