



Writing curriculum statement

"You can make anything by writing" CS Lewis

Intent

At Boston West Academy, the aim of our writing curriculum is to equip pupils with the necessary skills and vocabulary to communicate effectively through a wide variety of written media, not only through their educational experiences but beyond this, into their adult lives. It is our intent that pupils will go on to fully utilise the medium of writing to entertain, persuade, inform and advise, developing an appreciation of the power and influence of the written word. We want our pupils to use language confidently and expressively, taking pride in their written work, using editing and refining skills as they reflect upon their compositions.

Implementation

The whole of the writing curriculum at Boston West Academy is underpinned by the EYFS Framework and the National Curriculum. Statements for writing have been collated to form a progression of skills for writing from foundation stage to year six. Click [here](#) to view our EYFS/KS1 writing progression document or [here](#) to view the KS2 document.

Developing independent writing skills

Upon entering school, pupils are introduced to the written word and are encouraged to use writing as a means to communicate. Pupils are taught grapheme phoneme correspondence and are taught how to represent these through writing. Initially, pupils are taught to form letters in print form using the mnemonics from the Little Wandle Letters and Sounds programme. Once pupils begin to join their handwriting, they follow the Teach Handwriting scheme and are taught a progression of skills to allow them to develop a fluent, joined handwriting style.

Spelling

Throughout foundation stage and year 1, pupils are explicitly taught the skills of phonological awareness, segmenting and sight recognition, following the progression of Little Wandle Letters and Sounds (link to phonics section). From year 2, once phonic knowledge is embedded, spelling is taught through the use of No Nonsense Spelling. Pupils are encouraged to use sound mats and GPC grids to help them to spell accurately. Proof-reading for spelling is encouraged at an age-appropriate level and age-appropriate dictionaries are used to support this.

Vocabulary

One of the key factors of effective written communication is the ability to understand and use a varied and advanced vocabulary which is why, at Boston West Academy, vocabulary is one of our key drivers. We explicitly teach ten words per week throughout the school in order to increase the language

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repertoire of our pupils, using a variety of age-appropriate activities that link to cognitive theory, metacognition and memory, to embed these.

Grammar and punctuation

Grammar and punctuation are taught as part of the writing sequence, linked tightly to the genres being studied, so that pupils are able to see these as integral parts of writing rather than isolated skills. Grammar and punctuation are taught progressively, using the objectives taken from the National Curriculum, which have been aligned to year groups in the writing progression document. Children will practise these skills during their sentence stacking lessons, following modelling and scaffolding by staff. Finally, independent writing is used to show how pupils can use this new knowledge accurately.

The writing sequence

Often, the stimulus for writing is linked to a text or topic being studied and where possible, pupils are given an authentic purpose for writing.

In foundation stage the talk for writing approach is used developed by Pie Corbett. Children internalise the language structures needed to write through 'talking the text'. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

From year 1 upwards, we have adopted an approach to writing called *The Write Stuff*. This approach, linked tightly to the objectives of the writing National Curriculum, has been developed by Jane Considine, an English consultant with more than twenty years' experience within the field of primary English. It is an evidence-based approach and links to current educational thought on cognitive theory, metacognition and memory.

The Write Stuff is based upon teaching sequences that slide between experience days and sentence stacking lessons. Starting with a quality text, pupils are immersed in the context of this through experience days. These days may include drama, role play, research, visits and other immersion activities.

From this, pupils move into sentence stacking lessons. With modelling at the heart of these, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of *The Writing Rainbow*. Teachers begin by modelling the ideas, grammar and techniques of writing, explicitly discussing the purpose and effect of these, before pupils move on to use these elements independently. Throughout this process, pupils are given focused and actionable feedback

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on their work to allow them to develop their writing skills further. At the end of each unit of work, pupils produce an independent piece of writing, deploying the techniques they have been taught.

Assessment

The progress of pupils in writing is monitored carefully throughout the school through a range of both formative and summative assessments. These include:

- Assessment for learning in writing lessons
- NTS assessments in grammar, punctuation and spelling from year 1 (summer term) to year 6
- Internal and external moderation of writing
- National statutory assessments

The progress of pupils in reading is monitored at least three times per year.

Impact

- Pupils will enjoy writing across a range of genres
- Pupils will confidently communicate their thoughts and ideas through writing, using a varied and advanced vocabulary
- The percentage of pupils working at age related expectation will be at, or above, national averages
- The percentage of pupils working at greater depth will be at, or above, national averages
- There will be no significant differences in the progress of different groups

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