



Writing (including spelling, grammar, punctuation and handwriting) curriculum Intent, Implementation and Impact overview

Intent	Implementation	Impact
<p>1. To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that they know more, remember more and understand more.</p> <p>To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum.</p>	<p>English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. We base much of our teaching for writing on the Hamilton planning, which is built around high quality and often classic children's texts. The curriculum and its related pedagogy is based on solid educational principles, underpinned by an in-depth understanding of the work of Piaget, Vygotsky and Bruner: <i>I hear and I forget, I see and I remember, I do and I understand</i>. All texts have an emphasis on investigation, enquiry and practical activity. Children are stimulated to learn through interesting, even inspirational, texts and hands-on experiences which draw on their existing knowledge and skills. The importance of generating understanding, and creating meaningful and therefore memorable learning, runs throughout the curriculum.</p> <p>Spelling, grammar and punctuation and handwriting are taught both alongside and discrete from the textual study, so that there are appropriate opportunities for understanding the learning in context, and to practice it for consolidation and application.</p>	<p>Children will make at least good progress in Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in reception and to meet or exceed age-related expectations.</p> <p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p> <p>Children have the skills to be able to write fluently with increasing technical accuracy and increasing ability to convey meaning in a variety of genres.</p> <p>Children are able to use their experiences of high-quality literature to provide imaginative and creative pieces of writing.</p>



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<p>2. To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.</p> <p>To design a writing curriculum which grows enthusiastic and motivated writers who have a love of literature, and an enjoyment of writing for pleasure.</p>	<p>The core text for the term (see writing text and genre long term plan) provides the inspiration for reading and writing with a focus on comprehension, speaking and listening. This helps ensure that reading is central to children's learning in writing. Grammar and punctuation focus related to the core text provide rigorous, integrated, purposeful and fun activities. There is a balance of explicit teaching, focused activities and the application of what has been learned in the meaningful context of children's own writing. Composition - the last unit in a block comprises an extended writing activity. It provides opportunities for children to secure the learning from the other units and gives a purpose to this learning by grounding it in written expression. Transcription skills such as handwriting and spelling are also covered.</p>	<p>Children will have a love of writing in a variety of forms and make at least good progress in writing from their last point of statutory assessment or from their starting point and to meet or exceed age-related expectations.</p> <p>Children will use their writing skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p> <p>Children are enthusiastic and motivated writers who are confident and will enjoy writing a wide variety of genres and text types.</p> <p>Children are inspired by literature and are eager to write and for pleasure.</p>
<p>3. To build a curriculum which ensures children know right from wrong, celebrate diversity and are 'Life Ready', and which provokes thoughts and opinions within children.</p>	<ul style="list-style-type: none">• Statutory National Curriculum.• Using a wide range of books which allow children to explore values thus ensuring a deeper understanding of morality.• Our reading and writing approach contributes to children learning what it is to be a British citizen or someone who lives here.• Focused activity days on reading which are subject specific and planned to inspire curiosity and enthusiasm for learning. For example World Book Day.• An enriched reading curriculum designed to engage and challenge children in their	<p>Children will have a love of writing in a variety of forms and make at least good progress in writing from their last point of statutory assessment or from their starting point and to meet or exceed age-related expectations.</p> <p>Children will use their writing skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p> <p>Children are enthusiastic and motivated writers who are confident and will enjoy writing a wide</p>



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	<p>reading. Opportunities include trips to Hay Festival, visitors such as author Catherine Barr, Cressida Cowell and poet James Carter, visits by the Children's Bookshelf giving children opportunities to buy high-quality books, opportunities to gain greater understanding and exploration of a text through drama.</p> <ul style="list-style-type: none">• Cultural Capital – A school Cultural Capital Enhancement Plan ensures opportunities for children to engage with reading and writing in a variety of settings. For example, hosting visiting authors and poets, reading activities during curriculum specific activity days such as World Book Day, and on educational visits.• School council meetings which promoting democracy, leading charity initiatives and leadership opportunities across the school. There by enhancing speaking and listening skills.• Children are given opportunities to research and present whole school, key stage, class and house assemblies where they lead on issues of interest and in collective worship.• Opportunities for opinion forming and debate through our PSHE Curriculum, Public speaking, Pupils 2 Parliament and Philosophy 4 Children and Peer Mediation allowing children to use their knowledge gained from reading to develop their views and opinions, and to support them in their	<p>variety of genres and text types.</p> <p>Children are inspired by literature and are eager to write and for pleasure.</p>
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	<p>contributions.</p> <ul style="list-style-type: none">• After school clubs – Computer Club, Vintage Film club• Displays to reinforce learning intentions, opportunities for children to read each other's work and promote reading.	
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