

School Curriculum 2020

Writing at East Ayton Primary School

Principles and Purpose

- To develop a love of writing and an appreciation of its educational, cultural and entertainment value.
- To express themselves fluently and confidently across a range of styles and genres.
- To develop knowledge and skills in writing which can be transferred and applied when writing in subjects across the curriculum.
- Where possible, and when appropriate, writing should be based on first-hand, real life experience.

Entitlement & Enrichment

- Class teachers produce a long-term plan of teaching and learning for the year based on a thematic approach and in line with National Curriculum expectations.
- The teaching of writing within specific genres is closely linked to the themes being studied. Themes are chosen with the locality of the school in mind, creating a bespoke writing curriculum within a National Curriculum framework.
- Where possible, interest in writing should be stimulated from first-hand experience. Each class should have a minimum of two class educational visits each year. These could include visits to historic monuments, e.g. Scarborough Castle; areas of geographical interest, e.g. Forge Valley.
- In addition to educational visits, work in the immediate environment of the school should be used as a stimulus for writing activities.
- Opportunities to further develop interest in writing is provided by after-school clubs, e.g. the Newspaper Club.

Breadth & Balance

- Writing skills, as outlined in the National Curriculum Programme of Study, includes handwriting, spelling, composition, grammar and punctuation. These skills will be taught in individual lessons, and then practised and embedded through the teaching of different writing genres linked to specific themes.
- To ensure breadth, balance and coverage, the teaching of specific skills will be divided across the three terms for each year group. Key Assessment Criteria from Focus Education will be used as a basis for progression through skills, ensuring that the acquisition of skills is built on prior learning.

The Teaching Narrative

- The teaching narrative is based on a very clear sequence of teaching for writing. The sequence is divided into 6 phases:
 - Phase 1 – Stimulating interest through sharing high quality examples of the genre.
 - Phase 2 – Analysis of the genre.

- Phase 3 – Planning for writing.
- Phase 4 – Writing.
- Phase 5 – Feedback & Review.
- Phase 6 – Presentation.

Resources

- Trips to places of interest; learning in the school community.
- High quality fiction and non-fiction books which stimulate interest.
- Nelson handwriting scheme.
- Materials to aid the teaching of Spelling, Punctuation and Grammar.
- Visual and auditory materials which help inspire – paintings, film, audio books.

Review & Evaluate

- A yearly plan outlining the actions needed to ensure progress.
- Termly meeting with English subject leader to review progress with the action plan.