



# Subject routeway

## Subject: Writing

### Lead: Anne-Marie Mendieta

#### 1. Curriculum intent

At Unity we believe that all children can become skilled writers and communicators. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. By the end of Key Stage 2, our children are ready to move on to the next stage of their education as confident writers who are ready to cope with the demands of the Key Stage 3 curriculum.

We believe that oracy (speaking and listening) is at the heart of literacy, so we actively work to develop oral communication throughout the curriculum. From the Early Years and throughout the school, we listen to children and show interest in what they say, helping them put their thoughts into words and expand their ideas. Across the curriculum, we systematically introduce new vocabulary and model correct use of language, encouraging children to be precise and varied in their vocabulary. We know that “If you can’t say it, you can’t write it” so all subject teaching includes oracy and offers opportunities for children to talk about and plan their writing.

#### 2. Inclusion

Our selected *Talk For Writing* approach is highly adaptable to scaffold learning for children with additional needs. We use scaffolding, group/individual adult support and technology (e.g., visualiser, Clover books) to allow our pupils with additional needs to fully access our writing curriculum.

The very small number of children with high levels of specific learning difficulties are offered a personalised curriculum that builds on their strengths and ensures they access as much of the whole class quality first teaching and text exposure as possible.

Our choice of model texts is designed to ensure access to a wide range of high-quality texts including age-appropriate classic texts and texts reflecting a wide range of cultures, role models and the diverse families in modern Britain.

#### 3. Sequencing

Our writing curriculum follows the requirements and structure of the National Curriculum. Exposure to age-appropriate, engaging and challenging texts is ensured through our adapted version of the Pie Corbett Literature Spine from Nursery to Year 6.

We use the Pie Corbett *Talk For Writing* approach, and our curriculum progression document maps the National Curriculum objectives with the T4W year-on-year progression document. This clearly shows how skills are built and developed, and progression ensured, throughout the key stages.

Our T4W approach ensures that children experience a progressive, structured programme which follows the principles of Imitation – Innovation – Independent application. They are provided with high quality model texts from which they learn text structure and vocabulary. They internalise the language structures needed to write by talking the text and move from dependence to independence with the teacher using shared and guided teaching to develop the ability to write creatively and powerfully. As the children become more competent writers, they work more independently, adding, altering, embellishing and manipulating the original structure. They are then able to decide what they want to write and create their own writing tasks, writing for a range of purposes without a model text.

Our validated synthetic phonics scheme, *Little Wandle Letters and Sounds Revised*, is used from Nursery class, throughout Key Stage 1 and into Key Stage 2 for a small number of children needing ongoing phonics input. This supports children to use their growing phonics knowledge in their writing. This phonics knowledge prepares children for discrete spelling lessons in Year 2 onwards, following the National Curriculum approach to spelling.

We use the *PenPals for Handwriting* scheme to support children to access developmentally-appropriate, structured handwriting lessons. Building on early mark making, the scheme runs from Reception to Year 6, and fully meets the National Curriculum requirements on handwriting.

#### 4. Milestones

The objectives for each unit, each year group and for the scheme as a whole are clearly set out in our curriculum progression document. Assessment of writing is carried out through formative assessment, through formal assessment at the end of each unit ('hot piece'). The initial 'cold write' enables teachers to assess how well children are implementing their prior learning, and individual, group or whole class targets are set according to the assessment of the cold write. During lessons, teachers check pupils' understanding throughout and identify misconceptions as they arise. Verbal and written feedback is always clear and specific and identifies next steps for the child/group/class.

Moderation of writing judgments is carried out internally and externally with other schools.

#### 5. Professional development

We invested very heavily in staff training for the whole school over a two-year programme of bespoke training from T4W. We own the recordings of that initial training, and this is used to train new staff, or as a top up for staff needing to develop their skills.

Our planned series of learning walks and observations are linked to a programme staff meetings, coaching, feedback and training.