



Writing at Tetney

Writing: The Curriculum

At Tetney, we intend for our pupils to leave Year 6 as independent, confident and fluent writers who not only value the process of writing and the pre-eminent role it plays in wider society, but also have the automaticity, understanding and the writerly skills, in both transcription and composition, necessary to succeed in secondary school and adulthood. Our intention is to provide a high-quality, inclusive and inspiring education in English to promote the highest standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop their love of literature.

Through exposure to our high-quality writing curriculum, pupils develop culturally, emotionally, intellectually, socially and spiritually and gain knowledge and understanding of wide variety of genres, plots, structures, text types, linguistic conventions and comprehension foci. Ultimately, we aim for the curriculum to foster authorship and a genuine desire to write in pupils, which allows them to be creative and express their ideas, opinions and emotions to others through writing in a range of contexts for different purposes and audiences.

At the end of Foundation at Tetney

Pupils will be able to give meaning to marks they make as they draw, write and paint and begin to break the flow of speech into words. They will be able to hear and say the initial sound in words. They will use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence. Pupils will also write their own name and other things such as labels and captions; they will write short sentences in meaningful contexts which can be read by themselves and others. Some of these words will be spelt correctly and others will be phonetically plausible.

At the end of Key Stage 1 at Tetney

Pupils will be able to write simple narratives, personal experiences and real events effectively and coherently, for different audiences and purposes. They will draw upon their reading for vocabulary. They will demarcate sentences mostly correctly using appropriate and simple punctuation. They will also be able to join clauses using conjunctions for co-ordination or subordination. Pupils will be able to represent spoken words through graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. Many common exception words will be correctly spelled, and form letters of the correct size and orientation.

At the end of Key Stage 2 at Tetney

Pupils will demonstrate good awareness of the reader and write effectively for a range of purposes and audiences, selecting appropriate language and register. They will describe setting, character and atmosphere and use dialogue for characterise and advance action. Vocabulary and grammar will be selected to reflect the requirements of the writing and writing will be cohesive, with correct verb tenses. They will be able to use the range of KS2 punctuation. They will also be able to correctly spell words from the Year 3 and 4 spelling list and most words from the Year 5 and 6 spelling list. Pupils will maintain legibility in joined handwriting.

Pedagogy: How the Curriculum is Taught

- Teaching is underpinned by a methodical and coherent curriculum design and supported by carefully crafted lessons which develop and secure our pupils' understanding of grammatical concepts in the context of different text types.
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- +++++++ Write Stuff is an inclusive approach to understanding texts, and how to apply that understanding to writing. Work may not always be differentiated by task. Effective **scaffolds and extensions** (based on the needs of individual learners) are essential in lessons to ensure that all learners are able to access the literature provided.
- Vocabulary is systematically built** across the curriculum. Teachers use whole class chorusing, stem sentences and repetition of key words and sentences to ensure pupils develop a clear understanding of new words each week. Use of questioning ensures that all pupils are secure in the vocabulary that they need to access the learning.
- Systemic **retrieval practice** ensures that all pupils retain new learning (see the Typical Forgetting Curve for Newly Learnt Information). Frequent quizzing supports memory and inclusion.
- Teachers making effective use of flipcharts, whiteboards and visualisers to model concepts to pupils. **Explicit teacher modelling of strategies** and procedures through worked examples, with the teacher 'thinking out loud', forms an essential scaffold for pupil learning.



- Pupils have opportunity for **guided practice** throughout the teacher directed part of the lesson. Practice is chunked into **small steps** to ensure success and readiness for independent tasks. In each lesson, pupils have the opportunity for independent practice.
- **Key questions** are used throughout lessons to support development of understanding. Teachers regularly use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- **Grammar and punctuation** are taught weekly in discrete lessons, to build pupils' understanding for application within writing. Our whole-school overview for this can be found [here](#).
- **Handwriting** is taught explicitly daily in every class.
- **Spelling** is taught in 15-20 minute sessions daily in accordance to the Active Spelling approach. Each spelling session is broken down into four discrete phases: recall, learn, correct and apply. Within the recall phase, children will revisit previously learnt words based on the principles of spaced learning – they will focus on two words from yesterday, two previous spellings and then two spellings from prior spellings. Within phase two (learn), children will learn two new spellings each day, across the full week, based on one spelling pattern or convention. Phase 3 allows the children to see words used within the context of two sentences. Children are encouraged to apply their learnt spelling strategies to identify the incorrect spelling pattern and alter them where necessary. In phase 4, children apply their knowledge of the two new words and apply them into their own, age-appropriate, sentences. Ultimately, this process provides them with a better understanding of spelling patterns and meaning of words within a given context.

Assessment

All evidence of the pupils learning will be recorded in their writing books and cross-curricular writing found in curriculum books. Writing will be assessed using:

- An **independent task** which is completed by pupils at the end of each unit- teachers must use this to assess the impact of the teaching by marking in-depth. The writing process will often be Plan – Draft – Edit – Improve – Present over several days, following EEF guidance.
- **Cross-curricular writing** which will reflect the writing skills secured and independently applied by pupils across other curriculum subjects
- **Whole school and cluster writing moderation**
- **Year 2 and Year 6, National TAF (teacher framework) and exemplification documents** are used as a reference during the in school moderation of these specific year groups
- **Year group specific TAFs** (teacher frameworks) for the working towards, expected standard and greater depth standard of writing from PiXL, to support teachers with the accurate assessment of writing
- **Quality Assurance of writing is completed by the English lead** alongside class teachers during KPI (key performance indicator) data entries

Cultural Capital

Enrichment and extra-curricular opportunities are an essential part of writing and provides pupils with extended time to focus and deepen their learning. This includes whole-school texts to develop a shared experience, virtual author visits and assemblies for teachers to celebrate writing produced in-class.

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through use of high-quality planning from Power of Reading, CPD linked to RWI, induction of staff, in-school writing 'book looks' and monitoring of English lessons via SLT drop-ins. Moderation and coaching ensures the quality of writing provision is securely effective and consistent across school.

Writing Overview – Genres to be covered by Year Group:

- Reception: story, rhyme, traditional tale, instructions, sign, list, poem, nursery rhyme, recount
- Year 1: information; instructions; traditional story; story with a pattern; fairy tale / fantasy; poem; list; recount
- Year 2: information; instructions; traditional story; story with a pattern; fairy tale / fantasy; poem; list; recount; explanation
- Year 3: narrative; non-chronological report; different poems (e.g. shape); traditional stories; myth; instructions; review; letter; adventure story
- Year 4: persuasive argument; advert; modern / classic poetry; narrative; different poems; script; newspaper report; non-chronological report; extended narrative; discussion



- Year 5: non-chronological report; instructions; narrative; modern / classic poetry; script; recount; note-taking; fable; performance poetry; myth; legend; explanation; writing an extra stanza to a given poem
- Year 6: journalistic writing; imitating existing poetry; diary; autobiography; biography; summarising; quest story; review; changing a text into a script; non-chronological report; balanced argument; persuasive argument; formal leaflet; formal letter; narrative including dialogue; poem comparison

Teachers use judgements on when best to cover these within our curriculum. Year 3 might cover how to write a non-chronological report within English then learn how to write a letter during Ancient Rome in History, for example.

To support these, teachers use Chris Quigley's Success Criteria document for assessment purposes. Pupils may also have access to modified versions of these during the writing process. These can be found [here](#).