Porters Grange Primary School

Writing Curriculum

Intent		We aim to provide pupils with a broad writing curriculum which equips them to write clearly, accurately and coherently, adapting their language and style for a range of different contexts, purposes and audience. On entry, children's early language acquisition is limited, which is why we strive to provide an aspirational, language rich environment that provides them with the vocabulary to maximise their future potential. We provide, through rigorous planning, the opportunities to build aspirations, resilience and stamina in their writing, thus giving them the tools to be lifelong writers. Carefully selected texts are chosen to maximise opportunities to link their understanding with the foundation curriculum and provide models that they can adapt and use in their own writing.

Implementation	**What**	In EYFS, children are provided with opportunities to write throughout the day. The environment encourages children to write for different purposes and encourages them to make marks and use their growing phonic knowledge as a basis for their writing. They are exposed to a language rich environment where adults model sentences for the children and encourage their spoken language and build their vocabulary. In KS1, children are introduced to a wide range of texts which begins their introduction to different genres. Children use stories as models for their own writing, adapting and changing aspects of the story to create their own. Non-fiction writing is introduced through the topics taught and children begin to use technical vocabulary in their writing. In KS2, children build on the foundations from KS1, continuing to expand their vocabulary and range of texts. The children are exposed to a wide range of genres and learn the features associated with these. Children are taught models for writing that they can adapt and use in their own work. Their writing builds each year, following the learning sequence to ensure there is no repetition and progression can be seen. Throughout each key stage we provide opportunities to extend their vocabulary, provide a solid understanding of grammar and be able to spell new words effectively, applying spelling patterns and rules they have been taught. Handwriting is taught from EYFS to year 6 following the Nelson handwriting scheme.

	How	Resources and Equipment	Planning	Environment
		High quality texts are used as models for children's writing. These are reflected in the diversity of the children, cultural heritage and literary tradition. The texts vary in genre and sometimes link to the foundation curriculum. The National Curriculum is used to teach grammar, punctuation and spelling.	Medium term plans are written for years 2 – 6. These form the basis of weekly planning. These are reflected in the learning sequences for Writing, Grammar, Punctuation, Spelling and Handwriting. This results in pupil's understanding being built on, year by year, as they progress through the school.	The diverse nature of the pupils, provides different experiences within literary tradition. Children come from a wide range of backgrounds with some limited language skills. Therefore we aim to provide a language rich environment to close the gap.

	Quality of Education	Behaviour and Attitudes	Personal Development
Impact	The children are able to write in a range of different genres and for different purposes and audience. Children have a wide vocabulary that they can use in the wider world and are prepared for different situations. They have the tools and aspirations to be lifelong writers. They can write legibly and make informed decisions when presented with new vocabulary and apply spelling rules to new words.	Learners will use their learning powers and knowledge to promote a positive attitude towards writing and encourage writing in others. The children can work independently, but are also prepared to work in partners and small groups.	The texts the children have used throughout their learning, has developed their cultural capital ensuring they can adapt to a wide variety of social situations. They have been exposed to a strong literary heritage which has prepared them for future learning.

Monitoring	Conversations with Pupils	Work Scrutiny	Planning Scrutiny	Teaching and Learning Observations