



GATEWAY FEDERATION SUBJECT STATEMENTS

Curriculum Subject Area: ENGLISH – WRITING

Date – April 2020

CURRICULUM INTENT

Writing is an integral part of the curriculum. It is our belief that the way in which children are taught to write is key to their success in writing effectively. This teaching takes place in English lessons and in other areas of the curriculum, reinforcing skills already learnt. We ensure that our schools' environment is both stimulating and inspiring for children to develop their love, enjoyment and confidence with writing. We ensure the children learn through a variety of genres and experience different styles of writing. Writing across the curriculum creates wonderful opportunities to write for a purpose. We celebrate and share children's writing through displays in classrooms and communal areas; and through our 'Champions' Assemblies'.

CURRICULUM IMPLEMENTATION

Phonics

- Phonics is taught in EYFS and Year 1 through a structured, daily lesson approach. All children are taught new sounds where they have opportunities to practise writing.
- EYFS have many writing opportunities throughout their indoor and outdoor environments where the children can practise and experiment with their mark making and writing.
- Intervention sessions are delivered from Year R to Year 6 for all children who need extra support with using phonics in their writing. We use short term programmes and activities to aim for children to 'keep up' rather than 'catch up'

Handwriting

- All children benefit from the "PenPals" interactive scheme. Children are taught handwriting discretely during a 30-minute session, which is followed up with regular practise sessions.
- Expectations are high for children's handwriting to be neat and correctly formed throughout all of their subjects.

Spelling

- EYFS and Year 1 teach spellings through the teaching of discrete phonic lessons.
- Year 2 through to Year 6 follow a systematic spelling routine of teaching and learning spellings through 3-5 sessions every week.
- Children are taught strategies to become independent spellers.

Grammar

- Grammar is taught discretely and in preparation for English lessons so there is purpose and meaning, giving the children ample opportunity to practise what has been taught. It is also taught and re-enforced during writing and reading lessons.
- The grammar focus of each year group is referred to and recapped regularly.

Genres

- By the end of Key Stage Two, the children will have had many opportunities to write in a variety of styles, helping to develop their own writing skills.
- We use a variety of media to engage the children, e.g. books, videos and audio.



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Vocabulary

- Vocabulary is explored and celebrated from all subjects. The children are encouraged to use the new words that they have learned through other subjects and many of these words are displayed in classrooms.
- Children are taught new words which they are encouraged to use in their own writing.

Editing

- Children are taught to edit their writing with a purple pen to make any corrections and amendments.

Shared & Guided writing

- Shared, Guided and Modelled writing and Guided Reading are used to demonstrate and model the writing process and good practise, with valued input from the children.

Authors

- We actively source inspirational authors and poets to visit our schools where they hold workshops to work with them which helps us to motivate and encourage our children develop their own writing.
- We enter local poetry and writing competitions which inspire the children to write for a meaningful purpose.

Planning

- Planning is systematic and ensures children make progress in their writing.

Children who have SEN or EAL are supported in a number of ways including; pre-teaching, teaching key vocabulary prior to/at the start of the topic, at times seating children alongside good role models to support one another, providing visual/practical prompts, teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, differentiated texts etc. and using directed 1:1 or small group adult support.

CURRICULUM IMPACT

- Children will write independently with confidence and flair.
- Children will incorporate what has been taught into their writing, throughout all subject areas.
- Presentation will always be neat and tidy with handwriting correctly formed and joined letters will be age appropriate.
- Grammar will be understood and incorporated in the children's independent work.
- Children will experiment with new vocabulary, using what they have learned from other subjects, including reading.
- Spelling will be good with children knowing how to spell words well or they will have strategies for finding out how to spell words independently (spelling mats, vocabulary walls/mats, dictionaries etc.).