



## Writing Curriculum Offer

<b>Intent</b>	<p><b>Purpose:</b> Pupils will develop the ability to transfer their ideas into effective writing. This consists of three main areas: composing their ideas articulately, structuring their ideas coherently and transcribing their ideas fluently and accurately. Pupils will be equipped with the skills to communicate their thoughts to a range of audiences and for a range of purposes, making suitable adaptations to their style accordingly. Pupils will understand the power that words can have on others and feel able to harness this to affect others with what they write.</p> <p><b>Relationships:</b> Writing is related to all other areas of the curriculum as well as many aspects of pupils' wider lives. Writing is taught alongside Oracy and Reading, with explicit links being made between the three areas to support transferrable communication skills and enhance pupils' imaginations. The skill of writing is often put into real life contexts that pupils will be able to apply to other areas of their lives, such as letters, instructions and explanations. Pupils also learn about different genres and useful narratives which they can adapt for their own purposes when writing to entertain. Content from other subjects is consciously harvested to add authenticity to writing; for example, that from another time period or geographical location.</p> <p><b>Impact:</b> Pupils' ability to write confidently and fluently will empower them to share their ideas with others, as well as giving them a potential outlet for their thoughts and feelings. Pupils will broaden their creativity by describing imagined worlds. Pupils will use an increasingly wide and varied set of vocabulary and grammatical tools to convey meaning. Pupils will become increasingly accomplished communicators who can apply writing skills to a range of real life contexts, thus preparing them for their later lives.</p> <p><b>Metacognition:</b> Teachers explain their thinking when they are modelling writing and support pupils in analysing effective and ineffective extracts of writing. Pupils are taught to verbalise the different skills required to write and routinely evaluate their own progress against these. Language games and grammar activities are used to draw attention to aspects of writing and support the relationship between reading and writing. Pupils are encouraged to recognise the purpose and audience for different writing tasks and adjust their thinking accordingly. Pupils are taught to reread and edit their work often and to view this as an essential part of the writing process. 'Language about language' is used to ensure pupils understand terminology relevant to what they are learning and can explicitly apply this to other contexts.</p> <p><b>Experiences:</b> Engaging writing opportunities are set for pupils across the curriculum. Pupils are exposed to a wide range of stimuli for writing, such as high-quality stories and poems, artwork and film. Many tasks are rooted in real life situations, giving purpose and meaning to writing. Trips and visits are planned to enhance writing experiences, such as a visiting author, or trip to the library or literary museum. Trips in other curriculum areas are enhanced by writing; for example, recording reflections on a visit or writing a letter or review about the experience. Writing tasks are often included in whole school or inter-school events such as poetry or spelling competitions.</p>
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<b>Implementation</b>	<p>Our Writing curriculum has been carefully planned to ensure progression in the transcription and composition across the school. Initially, teaching at Uplands focuses heavily on transcription skills to ensure pupils form excellent habits in handwriting and spelling from the outset. Our intention is that these transcription skills should quickly become 'second nature' so that pupils can build on these and apply them to any writing task. Over time, pupils can then focus more on the composition of their work, crafting their writing carefully through vocabulary, grammar and structure choices.</p> <p>Teachers plan their writing curriculum with a long term view and then create medium term plans for each unit, which carefully consider the journey of the unit and how writing objectives will build on one another to achieve a particular outcome. Interesting and engaging stimuli are at the heart of planning to ensure all tasks feel purposeful and relevant to pupils. As pupils progress, teachers explain more sophisticated concepts such as how to understand relationships between words, understand nuances in meaning and use figurative language. Planning, revising, editing and evaluating are integral to the writing process and this is reflected in teaching and the feedback given to pupils.</p> <p>Writing support and extension groups may be used to target particular pupils. Provisions are reviewed regularly to consider their impact and identify next steps.</p> <p>Pupils are considered to be GDS if they are able to consistently demonstrate high standards of transcription, grammar, structure and composition across a range of genres. Vocabulary should be well chosen and engaging as well as appropriate to the task and audience. Pupils should demonstrate control over their writing as well as flair and an interesting turn of phrase.</p> <p>Writing skills are used when recording learning and enhanced by understanding of word, sentence and composition skills. Oracy skills are practised throughout Writing lessons, providing opportunities for children to discuss and share ideas in the form of group work, debates and hot seating.</p> <p>Teachers promote high standards of writing in all subjects so that writing can both enhance and be enhanced by other curriculum areas.</p> <p>Internal and external moderation are used to assess writing across year groups. Borderline cases are carefully considered across tasks and subjects.</p> <p>In EYFS, pupils regularly practise the fine motor skills required for writing. Teachers consistently promote accurate letter formation and link writing explicitly with phonics. Pupils are given many opportunities for independent writing with a purpose, such as lists, cards and invitations. Further information on planning for progression in writing is outlined in the 'Reception Intent' document.</p>
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	<p>Subject leaders have a high standard of subject knowledge, support the teaching of their subject and ensure that staff feel confident to teach this area of the curriculum.</p>
<b>Impact</b>	<p>Pupils can write confidently and fluently, which enables them to communicate with clarity and flair for a range of purposes with a range of audiences.</p> <p>In writing, pupils have a satisfying personal outlet for their thoughts and feelings. They are able to be creative and expressive, for their own or others' entertainment.</p> <p>Pupils understand and can use a wide and varied vocabulary and understand ways to continue broadening their understanding of word meanings. Children have strong grammar and spelling skills as well as neat, legible handwriting.</p> <p>Pupils are skilled communicators in real life situations. They can actively apply a range of sophisticated written communication skills to entertain, inform and explain concepts to others.</p>