

Brandesburton Primary Curriculum

Intent, Implementation & Impact: Writing



Intent	<p>At Brandesburton Primary School, we believe that writing is an essential skill which is not only required to support the children throughout their education but also throughout their lives. Therefore, our writing curriculum aims to inspire, challenge and motivate our children to become creative, imaginative writers, who write with purpose. Our highly skilled subject leaders have worked hard to create a Progressive Skills and Knowledge Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge to further their education journey into KS3. Furthermore, a carefully sequenced curriculum, based on objectives from the National Curriculum, has been implemented which ensures that the children are given the opportunity to practise and rehearse their writing skills across a variety of both fiction and non-fiction genres. These genres have each been identified as having a specific purpose: to entertain, to explain, to persuade or to discuss. Increasing in complexity, the purpose for writing is expanded, and new genres of writing introduced, as the children progress through the key stages.</p> <p>In Foundation Stage and Key Stage 1, the children write with the purpose to explain or to entertain.</p> <p>In lower Key Stage 2, the children are then introduced to writing to persuade.</p> <p>In upper Key Stage 2, the children then learn how to write to discuss.</p> <p>By allowing the children to practice and revisit familiar genres and writing purposes, before moving onto writing for other purposes, they are able to gain confidence and become more confident writers.</p>
Implementation	<p>At Brandesburton, early writing and phonics are taught following the Read Write Inc phonic programme. Alongside carefully considered continuous provision areas, writing opportunities are given daily, through high-quality teacher led activities to support the children to develop their independent writing skills.</p> <p>In Key Stages 1 and 2, writing is also taught on a daily basis through a structured writing sequence. Units of writing have been carefully planned and sequenced to ensure key concepts are delivered, appropriate to the year group.</p> <p>Key concepts:</p>

These are explored through different text types appropriate to the age and ability of the child.

- Composition – Children are taught the structure of different types of text.
- Transcription – Children are taught to write legibly and with increasingly accurate spelling.

In addition to these key concepts, second order concepts have also been carefully woven throughout each unit, to ensure learning is progressive and revisited regularly.

The second order concepts are:

- Planning – Looking at real texts, children are taught different features of types of text and how to plan both orally and written.
- Drafting – Children are taught to write cohesively within a range of texts.
- Editing – Children are taught to assess the effectiveness of their own writing and make edits to improve.
- Performing – With increasing confidence, children are taught how to perform written pieces of writing.
- Vocabulary – Using awareness of the reader, children are taught to use a range of adventurous language.
- Grammar – Children are taught to construct sentences which are grammatically correct.
- Punctuation – Children are taught to use accurate and increasingly higher level punctuation including punctuation to create specific effect.

As part of the teaching sequence, each unit of work contains high-quality teacher modelling, analysis of high-quality texts written by other authors and where possible draws in other elements of the curriculum, e.g. history or geography. The children complete each unit with an independent piece of writing specific to a text type.

The grammar curriculum has been carefully mapped, alongside the writing journey, to ensure that grammatical knowledge is delivered progressively, allows the children to build on prior knowledge and to give them the opportunity to apply their grammatical knowledge directly to their writing.

Spelling and handwriting are taught through short, discrete, regular sessions; however, the skills and knowledge acquired in these sessions is applied in each and every writing lesson.

Impact

Teachers use assessment as an integral part of the teaching and learning process, in order to determine which substantive knowledge has been embedded. Assessment opportunities at Brandesburton look like this:

- Formative assessment grids (statements taken from progression map).

- Immediate verbal feedback (live marking), including ways forward, within the lesson.
- Constructive marking with 'next steps' and 'modelling' where appropriate. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in green pen.
- 4-5 pieces of 'Best Writing' per term.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence beginning in the Foundation Stage, children are becoming more confident writers who have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect.

As high expectations for writing are set across all areas of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are more regularly transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.