



KS1 WRITING at LITTLE BOWDEN

Curriculum

In KS1 at Little Bowden, we want our children to be immersed in a literary rich world which creates strong levels of engagement and provides meaningful contexts for learning. We believe that high-quality texts are essential to raise the children's attainment in writing. We ensure that all children are exposed to celebrated children's authors and develop a respect and appreciation for books. Key texts are chosen to accompany each unit of work and these usually have strong links to the theme for that term. Grammar and spelling are always embedded into English lessons. We use the Literary Curriculum to support our English planning and staff training.

The aims of the National Curriculum are for our pupils to:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*

Intent

In KS1 at Little Bowden we have chosen to teach writing through the book-based approach of the *Literary Curriculum*; this ensures that our English curriculum delivers a clear progression of knowledge and skills from early years, throughout key stage one. Each unit of work focuses on a high-quality text that provides meaningful and authentic opportunities for writing, with a clear purpose and audience. Children are exposed to a wide range of authors and illustrators including both classic and current texts. Themes arising from the texts create opportunities for discussion and debate as well as deepening cross curricula learning. Comprehension, literary language, spelling and grammar are taught through the context of the book. These skills are then rigorously applied in a variety of short and extended writing opportunities.

Our aim is for children to be enthusiastic, independent writers who can communicate clearly and construct worlds from their own imaginations.

Daily English Lessons

Writing lessons are taught within in the context of a high-quality children's text; these are often linked to other areas of the curriculum such as humanities or science. Teachers use and adapt Literacy Tree planning sequences, which creatively embed the teaching of grammatical skills. Children are given opportunities to practise their writing daily.

Transcription

A structured programme of spelling extends across the whole school, beginning with Read Write Inc phonics programme in EYFS and KS1.

Handwriting is explicitly taught weekly from Reception onwards. Children are given opportunities throughout the week to practise handwriting and develop legibility and speed.

Composition

In order for our children to become 'writers', we ensure that they have regular opportunities to write independently. Extended writing outcomes are built up to over a sequence of lessons, and may link to other areas of the curriculum. For example, it may be a set of instructions for a science investigation, a letter to a significant person in history or a re-telling of a story. These longer writing opportunities always have a clear purpose or audience, may begin with a 'hook' to maximise engagement, and allow children to apply the grammar or vocabulary that they have been learning about. Writing may be an outcome of modelled, shared or guided writing by the teacher. Resources may be used to scaffold the children's writing or support their vocabulary. Children are taught to edit their own writing and make improvements. Longer pieces may be completed over a series of lessons to break it into manageable chunks. Children may have opportunities to 'publish' their writing via a final draft, and we encourage high standards of presentation by displaying their finished work. Extended writing outcomes are used as assessment pieces of writing to monitor children's attainment and progress throughout the year.

Additional Support

Children who are identified as needing extra support are given catch-up interventions specific to need, which take place in all year groups to close the gaps in learning.

Assessment

Teachers formally assess children three times a year combining assessment against the National Curriculum expectations and their own professional judgements. We frequently moderate writing across different schools to validate our judgements. Misconceptions are addressed during lessons (when possible) and through marking; children are given the opportunity to respond. In pupil progress meetings, teachers identify children who would benefit from catch up interventions and their progress is monitored every half term.