



Whitemoor Academy - Writing Curriculum Statement

"After nourishment, shelter and companionship, stories are the thing we need most in the world."

— [Philip Pullman](#)

Vision:

At Whitemoor we recognise that every child is unique and brings to school a diverse range of knowledge and experience. We support, encourage and challenge children to develop their potential and individuality through the acquisition of a key set of fundamental skills. Teaching every child to write is one such skill. Writing requires the skilled teaching of a variety of strategies including high quality handwriting and demonstrating the links between reading and writing. At Whitemoor, we aim to develop enthusiastic writers who write with imagination and accuracy through an inspiring writing curriculum and high quality teaching. All adults work together creatively to ensure that writing retains the highest of profiles in school. Whilst we recognise that many of our pupils enter school below national expectations and often with EAL or additional needs, our ambition is for every child to achieve age related expectations if possible through this rigorous approach and where possible to make accelerated progress. Children who are not making expected progress are identified immediately through sound assessment procedures and appropriate, intensive support is put in place.

"There is no greater agony than bearing an untold story inside you." — [Maya Angelou](#)

Writing Intent

The Whitemoor writing curriculum focuses on the skills outlined in the National Curriculum and it is our ambition that children will leave our school having met the age related expectations and be prepared for secondary school. Units of work may appear to be very different - fiction or non-fiction, novel based, 'topic' based or picture or film based - but at the heart of all units will be the age related expectations, which build to end of year and end of key stage targets. It is our intent to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

At Whitemoor, we want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn. In order to achieve this we use the Read Write Inc programme as our spelling curriculum for EYFS and year 1 and once children complete this programme we use the Jane Considine spelling curriculum.

The ambition for our pupils is that they will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Writing is a crucial part of our curriculum with all children from Foundation Stage to Year 6 being provided with many opportunities to develop and apply their writing skills across the curriculum.

At Whitemoor, leaders prioritise the teaching of writing: handwriting, vocabulary, grammar and punctuation and writing is identified as a key priority on our School Improvement Plan. In addition, pupils will be taught to control their speaking and writing consciously and to use Standard English.

Leaders monitor the provision of writing through learning walks in English and phonics sessions as well as rigorous monitoring, including Pupil Voice throughout the year. The impact of this provision is measured through the analysis of (i) end of year cohort data (end of KS1 and 2 writing assessments)



and (ii) individual pupil progress throughout the year (ongoing assessments). All teachers meet with the SLT to discuss Pupil Progress twice a year and to action plan and gap analyse following this.

At the end of the EYFS children aim to achieve a Good Level of Development and be able to demonstrate a growing command of English. They gain the gross and fine motor skills necessary to form letters and use their knowledge of letter-sound correspondence to write at an appropriate phonic stage of development.

Within each unit of learning, a Top Down approach is used to focus children specifically on key skills that they need to use within that particular genre. The Top Down approach breaks down the National Curriculum objectives for vocabulary, grammar and punctuation from Year 1 through to Year 6 to ensure that children are learning and applying these skills in order to meet age related expectations. These also provide the basis for teachers to differentiate the learning of children to meet the needs of all children at whatever stage of learning they are at. Teachers have a variety of tools at their disposal in order to do this including Writing Target Books, Writing Assessment Checklist and Grammar Curriculum. All of these tools are closely aligned to the National Curriculum.

The ambition of the curriculum is that all children will achieve age related expectations. Where necessary - for some children i.e. with HLN - the curriculum may be modified. Children who are working significantly below the age related expectations will receive additional support in an attempt to close the gap. This is in recognition of the fact that without skills in English, children will struggle to access other subjects in the curriculum.

Our curriculum is based on sound pedagogical knowledge.

Implementation

Foundation Stage:

The school follows the Read Write Inc (OUP) phonics programme which is taught systematically throughout EYFS and KS1 and children are grouped within EYFS and across KS1 according to their attainment. All children write in small groups in RWI daily.

Throughout the EYFS, emergent mark-making is celebrated and valued as children begin to ascribe meaning to the marks they make, differentiating them from drawings. Work is captured in order to evidence progress in writing over time. As children demonstrate their ability to write independently using their phonic knowledge, blending and segmenting skills are monitored closely alongside the acquisition of new grapheme-phoneme correspondences. The development of speech and language is also identified as one of the most important parts of our school's Early Years curriculum. This is encouraged and modelled throughout the day and especially in lessons, during story time, during milk and fruit time and in the continuous provision.

Writing activities are also set up in the outdoor area, this is usually chalk writing or paint writing and there are clipboards in many of the areas it is also a focus activity outside when possible.

Teachers teach a small group every day in writing so each child gets small group in topic once a week and at the start of every day, all children write a sentence in their morning books with TA/parental support. In addition, children complete the free flow writing activities in a small group with a TA once a week and this activity is modelled.

Good letter formation and pencil grip is supported by interventions with sand and playdough to build up children's muscles. Staff also target children needing further support in this area every morning where letter formation and writing their name is practised 1:1 before and during register time.



Interventions at EYFS:

Intervention groups take place daily. Any children who require further support receive 1:1. Children with HLN are in small groups and have provision map targets for RWI and maths with a ratio of 1:2.

The lowest attaining 20% (who are not HLN) receive support with letter formation every morning and number and letter flashcards in a small group every afternoon.

Key Stage One:

Within KS1, children write as part of the Read Write Inc syllabus as well as in other areas of the curriculum. Once children move off the Read Write Inc programme (usually within year 2), they have English lessons which incorporate all of the skills learnt.

Interventions:

Where children do not make the expected progress within a group, they receive 1:1 tuition or small group intervention, this is discussed with the SENCO in order to meet every child's specific needs. Full details of Read Write Inc can be found in our 'Early Reading and Phonics' document.

Year 2 and Key Stage Two:

All children write daily and writing is closely linked to quality reading texts, film or areas of the wider curriculum. Our Curriculum Coverage documents ensure the coverage of key objectives, text types and suitable books in order to build competency. Opportunities for children to apply their writing are planned and links to the wider curriculum are made when doing this.

We teach writing as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. We use a variety of strategies throughout the school, including scaffolding, shared (using whole class ideas), guided (small group) and modelled (teacher modelling writing process) writing, writing toolkits and word banks. The writing process is modelled through carefully selected units of work and engaging cross-curricular topics.

Spelling: Spelling is taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Jane Considine Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings.

Grammar and Punctuation: Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Presentation: Handwriting is not only taught discretely; it is an integral part to any lesson and is reinforced daily. Children are expected to use joined, legible handwriting once they can print letters correctly and have mastered pencil grip.

Interventions: Where children do not make the expected progress within a class or if they require specific support, they receive 1:1 tuition or small group intervention, the nature of the specific intervention is discussed with the SENCO (and external agencies if involved) in order to meet every child's specific needs. The interventions could include Fresh Start (Read Write Inc) or a specific intervention, such as tenses, handwriting or spelling amongst other areas.

Assessment: Writing is assessed on an ongoing basis at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher (usually half termly). Teachers in each year group are clear in their teaching and assessment of objectives for their year group through



use of the 'Writing Assessment Checklist' tool, the Grammar Curriculum and Writing Target Booklet. It is our expectation that children will meet ARE for their year group.

Pupils are also given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum.

Love of Writing (whole school):

We encourage a love of writing in the following ways:

- We believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading in the process of writing, providing a purpose and a context, inspiration and by demonstrating how good writers use and play with language. By studying high quality texts – fiction, non-fiction and poetry – we believe that pupils will demonstrate flair and effective writing composition, leading to high quality outcomes,
- Ensuring children have experience of a wide range of texts within a genre so children can draw on their experience of reading when shaping their own writing,
- Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader and linking to real life, the wider curriculum and high quality texts where this would enhance learning,
- Providing 'Hooks' to grab the children's attention and imagination at the beginning of a unit of work e.g. 'evacuating' the children, a mysterious package, crime scenes, visits or visitors etc,
- Engaging with external organisations e.g. Theatre Royal, Nottingham, Lakeside Arts
- Engaging the children in the writing process (shared writing),
- Celebration of children's work,
- Entering writing competitions,
- Engaging with authors.

Impact:

Early Years:

In the Foundation Unit, teachers assess children's learning using the Foundation Stage Profile (FSP). Most of the observations for assessment are based on those activities that children initiate and engage with independently across the range of provision.

By the end of F2 it is our expectation that:

- Children can write several simple sentences and the can link them using 'and'. E.g., The cat is big and fat. He is meen,
- Teachers expect sentences to be phonetically plausible using the sounds they have been taught – even if the sound is not the correct version. E.g. meen instead of mean,
- Children will be using finger spaces and have an awareness of capital letters and full stops and use them in their work. Although on some occasions, they may be missing.
- Children should be able to read what they have written back to an adult and notice if they need to make corrections.
- Children can write a plausible simple sentence independently using their own ideas. E.g., I like my mum and dad. My dog is nighs and wight.

Years 1-6:

- All children will enjoy writing across a range of genres, make links and apply their skills in cross-curricular topics.
- Children of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
- Children meet age related expectations (shown through writing assessment trackers) and if they are not meeting ARE, carefully targeted interventions are put in place to support them.



- They will have developed a wide vocabulary that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience.
- Children will leave school being able to effectively apply the spelling rules and patterns they have been taught.
- By the end of year 6 children will make choices of vocabulary, punctuation and sentence structure for a particular impact,
- We expect children to draw on what they have read to improve their writing,
- All children will leave us being able to write across both fiction and non-fiction, showing knowledge of themselves and the world in which they live,
- Work is assessed using trackers developed in conjunction with our MAT and in line with National expectations,
- Staff gap analyse after assessing work to decide on next steps for each child and the class as a whole,
- We use whole class marking to ensure that feedback is pertinent and swift,
- We track children's progress using OTrack assessment tracker. We do this twice a year and this is monitored by the English Curriculum Leaders alongside other members of SLT. This records whether children are meeting age related expectations.
- Teacher's judgements are quality assured by the curriculum leader using first hand evidence – pupil voice, observations, books, phase meeting minutes, planning and teacher interviews.
- Writing is also monitored by peers during phase meetings.
- SLT monitor every class twice each year in Pupil Progress meetings to discuss interventions, identified children and groups, progress, attainment etc
- Children identified as not making expected progress, identified as being able to make accelerated progress or in the lowest attaining 20% receive targeted interventions, these could be 1:1, small group e.g. Fresh Start (Read Write Inc) or a specific intervention, such as tenses, in order to ensure that every child reaches their potential.
- It is expected that children produce work at a similar standard across all areas of the curriculum.