



## Hallaton CE Primary School – The Big Picture - Writing

<b>Our Over-arching Intent</b>	That every child grows and flourishes through enjoying learning and has access to a rich, rounded, connected, coherent and progressive curriculum				
<b>Aims of our Curriculum – by the end of their time with us at Hallaton we aim...</b>	To develop successful, engaged children, who enjoy learning and who are knowledgeable and skilled, make progress and achieve to their highest potential	To develop independent, confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future		To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society	
<b>Core School Value</b>	<b>Learn, Grow, Flourish</b>				
<b>Learning Powers</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Resilient</b>	<b>Be Reflective</b>	<b>Be Remarkable</b>
<b>We will develop the knowledge and skills that children need to succeed</b>	<b>Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.</b>		<b>Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.</b>		
<b>The Intrinsic Core of Writing – our Intent</b>	<p><b>Writing is an essential skill, which enables pupils to fully access the curriculum. We seek to enable every child to develop as a happy, curious learner who writes confidently, fluently and independently to communicate their ideas to their audience effectively, giving children the skills they need to access all areas of the curriculum and build firm foundations for future learning.</b></p>				
<b>Implementation</b>	<p>Form, articulate and communicate <b>compositions</b>, organising them coherently for the reader.</p> <p>Children are encouraged to write effectively for a wide range of purposes and audiences (fiction, non-fiction and poetry), selecting language that shows good awareness of the reader, drawing on personal experiences and what they have read.</p> <p>Each term we will link our writing to a quality text.</p>	<p>Build an increasingly wide knowledge of <b>vocabulary, grammar and punctuation.</b></p> <p>Grammar and punctuation are taught as separate and discrete lessons from year 1 to year 6, following the English National Curriculum Appendix 2 and additional consolidation of teaching from prior years.</p> <p>Opportunity to consolidate this learning is provided regularly through well-planned units of work in daily English lessons, linking specific grammar, punctuation and vocabulary, to the focus genre.</p>	<p><b>Spell</b> quickly and accurately through knowing the relationship between sounds and letters (phonics), morphology (word structure) and orthography (spelling structure) of words.</p> <p>Spelling begins with phonics, for which a daily programme is taught in EYFS and year 1 (Twinkl scheme).</p> <p>Spelling rules and strategies are taught as separate and discrete lessons from year 1 to year 6 following the Twinkl scheme of work. These include the common exception and statutory word lists. Children are given between 6-10 words a week to focus on and word lists are used to support spelling in each subject.</p>	<p>Develop fluent, legible and (eventually) speedy <b>handwriting</b> through regular practice.</p> <p>We follow the Twinkl handwriting progression. Handwriting is practised in a discrete lesson and also as part of Spelling practise.</p>	<p><b>Spoken language</b> is important in pupil’s development cognitively, socially and linguistically.</p> <p>Opportunities for learning through discussion are planned into lesson sequences. Children are actively encouraged to elaborate and explain clearly their understanding and ideas.</p> <p>Speaking and listening form part of the classroom environment with opportunities for children to participate in drama, make formal presentations (e.g. show and tell), demonstrate to others and participate in debate.</p>
<b>Impact</b>	<p><b>Most children achieve the early learning goals in Literacy.</b></p> <p><b>Most KS1 and KS2 children achieve at least the expected standard in Writing.</b></p>				
<b>Children become...</b>					
<b>Reflective</b> , engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and show how <b>remarkable</b> they are.	<b>Resilient</b> , articulate, independent individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.		<b>Responsible</b> and <b>respectful</b> citizens of the world who have the capacity to make positive contributions to society.		