

Writing Curriculum Rationale

Our Curriculum Intent

At Northwood Community Primary School we aim to develop children's writing skills in a progressive, engaging and purposeful way in order to ensure children are confident, able and well-equipped for later life. We ensure the curriculum is sequenced and planned to develop and draw upon prior learning. This ensures that children are developing their basic writing skills each year and understanding a range of genres, purposes and audiences.

Due to the context of our school, we ensure we expose children to a wide variety of high-quality texts. As a Power of Reading Associate School, the texts are selected in order to expand the children's imagination and develop their understanding of the world around them. We also expose children to successful literacy role models to increase aspiration and provide creative support for their learning. Our writing curriculum is designed to adapt to the needs and interests of individuals.

This flexibility also allows us to respond to data analysis and target key groups of children. We ensure children who are working at a higher level are challenged effectively. For children with additional needs or those working below age related expectations, we provide adaptations and further support in order to enhance their understanding and their access to the curriculum.

Vocabulary has a high priority in our school due to a large majority of our children not being exposed to a rich vocabulary at home, resulting in children being below expectations on entry. We also place a high importance on the value of oracy. We use a range of strategies to promote accurate speech, effective communication and social skills. Our overall aim is to support children to become reflective, creative writers who understand how to write for a range of purposes and audiences.

Our Curriculum Implementation

Our curriculum has been designed to teach the National Curriculum in an engaging, motivating and inspiring way.

With staff being trained in the Power of Reading approach, the teaching sequences find inspiration to put quality children's literature at the heart of their learning and create a school culture of reading and writing for pleasure. Lessons follow a clear metacognitive structure (Fig 1.1), with no ceiling being placed on the initial task, allowing staff to quickly address misconceptions and accurately assess children within the lesson. Units of writing also follow a progressive three- week or two-week structure (fig 1.2 and 1.3), ensuring all lessons feed into a high-quality, well designed writing outcome.

This curriculum carefully ensures children develop their skills and knowledge each year and ensures progression and repetition in terms of embedding key learning, knowledge

and skills. Staff use a range of approaches to improve reading skills such as analysing an image, visualisation and drama to heighten inferential skills.

We empower our staff to select a Power of Reading text which will engage and motivate pupils and allow them to gain understanding of the wider world. Carefully selected grammar and punctuation skills are taught using the text as a stimulus. Children are then expected to use these skills in their writing outcomes.

A coverage map is written to organise the writing objectives. This is then broken down into a session plan. Due to the high importance vocabulary has in our school, we ensure vocabulary is discussed and explored in sessions throughout the curriculum.

Planning is carefully considered with clear learning challenges that ensure that the pupils are given the opportunity to:

- Engage with the text through multiple reading opportunities.
- Explore the text and genres to ensure pupils understand what they are reading and also what they will need to use in their writing.
- Experience being a successful writer, expressing their ideas and thoughts.
- Evolve their writing through an editing and re-drafting process.

We use a whole school assessment method to assess writing. These assessment checklists are designed to ensure all year groups objectives are assessed and evidence is provided to support judgements. These objectives build up to end of key stage statutory assessments. These half-termly assessments aid staff to assess children through our mainstream assessment programme 'Flic'. DSP children are assessed using a bespoke system through the programme 'Assessment for Learning'. All assessment methods are subject to a thorough internal and external moderation. All assessments are analysed and support/challenge provided accordingly.

To support learners further, our reading intervention 'Rapid Readers' supports vocabulary and grammar development as children use miscues in context. We also support children through Indirect Dyslexia Learning. This is a program that uses sight, sound, touch and voice with repetition to increase spelling and reading abilities. Spelling errors or misconceptions are addressed through "Precision Teaching". The impact of these assessments are regularly assessed and reviewed.

Impact

We use both formative and summative assessment information to inform our planning. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able.

DSP children are assessed according to their specific needs using Assessment for Learning. They then systematically assess what the children know as the topic progresses and inform their future planning.

Once children have been assessed, this information is analysed by subject leads, SLT and the Headteacher as part of our monitoring cycle. Regular pupil progress meetings allow for staff to discuss the data and decide ways to best support the children to achieve their best. This process provides the staff, SLT and governors with an accurate and comprehensive understanding of the quality of education in our school. It also allows stakeholders to understand key groups who may need support or further challenge.

We set our monitoring cycle at the beginning of each academic year, although this is subject to change depending on priorities. Monitoring includes: lesson studies, learning walks, book scrutinies, pupil/parent and staff voice. All this information is reviewed regularly and used to provide further reading development, CPD and parent support. This review process allows staff to accordingly adapt provision and planning.


Example metacognitive structure (figure 1.1):

In Focus


Read the sentence below and underline the expanded noun phrases and circle the prepositional phrase.

Ride with the powerful, athletic huskies in the mountainous areas of Oslo.

Write a sentence using an expanded noun phrase and a prepositional phrase.




think



write

Let's Learn



Listen

Ride with the powerful, athletic huskies in the mountainous areas of Oslo.

This is the expanded noun phrase

This is the prepositional phrase

Check that you got your in focus correct! If you didn't, use your purple pen to underline and circle the correct parts.


Let's Learn

Here are some examples of prepositions


Guided Practice

Can you put any of these prepositions into a sentence?

Guided Practice



Listen



Starjikk's land is the _____ destination stand

preposition

adjective

adjective

preposition

the glowing,

adjective

Northern

Lights.

Challenge:

Write your own sentence using our key vocabulary and a preposition.




Independent Activity

This is what your page should look like once you have stuck your sheet.

Handwritten example:

Wednesday 2nd March 2022

IC to use expanded noun phrases and prepositions in a sentence.

Write your sentences next to the pictures

SEND/LA children's worksheets

Starjikk's land is the _____ destination stand

adjective

adjective

preposition

the glowing, _____ Northern Lights.

preposition

adjective

adjective

You can visit Starjikk's _____ Ice Palace that _____

adjective

adjective

preposition

preposition

adjective

adjective

You can go on our _____ husky _____

adjective

adjective

preposition

preposition

adjective

adjective

