



## Heathfield Schools' Curriculum Overview

### Writing

Subject	Intent	Implementation	Impact
<b>Writing</b>	<p>The writing curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"><li>Engage with high quality, diverse and representative texts that provide opportunities for the creative writing of fiction, non-fiction and poetry.</li><li>Write accurately, coherently and with imagination, adapting their language and style for a range of purposes and audiences.</li><li>Acquire and use a wide range of vocabulary and develop a fascination with the meaning and use of new words in their writing.</li><li>Develop their speaking and listening so they are able to participate in discussions, role-play and performances.</li><li>Write legibly with increasing speed.</li><li>Spell accurately by effectively applying spelling patterns and rules.</li><li>Edit and revise their writing before publishing.</li></ul>	<p>In Nursery and Reception, the EYFS framework and Early Learning Goals are used to inform the planning and delivery of writing.</p> <p>In KS1 and KS2, the schools' writing steps outlines the text and sentence structure, composition and effect, handwriting and SPaG for writing.</p> <p><b>Nursery</b></p> <p>In Nursery, children begin to learn that you can communicate through writing and that the marks have meaning by watching adults write. Children are given space and time to develop core strength, this is a crucial first step towards writing. Children are encouraged to use large climbing equipment and participate in key fundamental skill sessions. To support transcription children are given opportunities to develop finger strength. They are provided with activities to work at a large scale and make marks creatively using different tools and materials such as brushes on outside walls, chunky chalks and other fine motor activities. They are supported to explain the meaning of their marks and adult interactions encourage further writing throughout the day dependent on the children's interests. Nursery progress to writing some identifiable letters. Children's composition is supported through reading stories, talking to children, rephrasing what they have said and modelling correct sentence structure. This helps support children to share their ideas and help them to develop an understanding of how sentences are formed. Children are encouraged to explore words to help extend vocabulary and give them words as they begin to form sentences.</p> <p><b>Reception</b></p> <p>The reception year is vital as it builds the foundations that support pupils writing throughout primary school and underpin their future success. The early learning goal for writing includes transcription this is because mastering transcription prepares children to</p>	<p><b>Assessment:</b></p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information that informs data collection at the end of each term.</p> <p>In Key Stages 1 and 2, the schools' writing steps are stuck in the children's books and are updated regularly following marking and verbal feedback. In KS1, a stamp system is used as a visual reminder for the children of their writing target. In KS2, children have regular conferencing meeting with their teacher and a record of these discussions, which includes their writing target, is made in the front of their English books. This is referred to by the children and teachers during the writing process.</p> <p>Year groups moderate books in PPA meetings regularly with a particular focus on children who are moving up a step.</p> <p><b>Monitoring:</b></p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p>

	<p>become writers. Learning to control a pencil to form letters then words and then sentences means their minds are free to concentrate on the ideas they want to convey through transcription. Writing composition depends on language, so it is important to develop child's skills in communication and language, including the ability to speak in sentences and to compose orally. Children need plenty of opportunities to share and elaborate on their ideas. Mark making is encouraged along with the development of the pre-writing shapes. In Reception writing is taught explicitly every day through English and phonics sessions and within the continuous provision. The Power of Reading teaching sequences provide meaningful opportunities for the children to write. Key vocabulary from each core text is carefully chosen and pre-teaching of this vocabulary supports children who have lower levels of language. Children are encouraged to use these words within their own speech and play as well as their writing.</p>	<ul style="list-style-type: none"> <li>• "Pop ins"/learning walks</li> <li>• Formal observations</li> <li>• Book and planning scrutinies</li> <li>• Audit of writing opportunities within the environment (EY)</li> <li>• Pupil interviews</li> <li>• Staff interviews.</li> </ul>
	<p><b>Key Stage 1</b></p> <p><b>English</b> is taught every day. The Power of Reading teaching sequences maximise the opportunities for writing. Key vocabulary from each core text is carefully chosen. Planning includes teacher models that are pitched at the core learning level in the class. Elements of SpAG form part of these sessions and phonological skills are also reinforced. Our writing curriculum is designed to reduce cognitive load and enable children to manage the demands of writing. Using a well-sequenced approach, when children are ready to write we focus on mastering transcriptional writing skills whilst encouraging children to compose orally. Spoken language, including vocabulary extension, is key to children's development and we ensure children have plenty of opportunities to orally rehearse sentences, even when they are proficient writers. Through the use of dictation, we reduce the demands on children's working memory by giving them the opportunity to transcribe sentences which are given to them and gain confidence in doing so. Throughout the writing journey, quality and accuracy are more important than length. Children are not expected to produce extended pieces of writing before they are ready.</p>	

	<p><b><u>Phonics</u></b></p> <p>Children are given frequent opportunities to apply their phonological skills within writing in daily phonic sessions, during which children will also read and write common exception words. These are also clearly displayed within each classroom, following the school's SSP to support with accurate spelling.</p> <p><b><u>Heathfield writing steps</u></b></p> <p>Children's targets are taken from the schools progression document. These are located in the front of a child's writing book and are updated on an individual basis, when children achieve an element of a step. From Year 2, children are expected to show a greater awareness of their own targets to support their progress.</p> <p><b><u>Handwriting</u></b></p> <p>Throughout the school day, children are provided with a wide variety of activities which give them opportunities to develop their fine and gross motor skills which are the precursor to writing. Handwriting is explicitly taught every day in handwriting lessons starting with the pre-writing shapes in EYFS and ending with joins in Year 2. Individualised support is given to those children who are finding letter formation difficult. Cursive handwriting is modelled by staff during writing activities and on school/classroom displays.</p> <p><b><u>Editing</u></b></p> <p>Editing is modelled consistently through shared and model writes. Throughout Year 1 and Year 2, children are encouraged to orally edit their sentences focusing on coherency. In Year 2, children participate in scaffolded editing activities. They are then introduced to an editing checklist which they begin to use to independently edit their work. The checklist includes capital letters, punctuation and spellings.</p>	
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<b>Writing</b>		<p><b>Key Stage 2</b></p> <p><b><u>English</u></b></p> <p>Power of Reading teaching sequences provide the starting points for year group planning and are adapted where appropriate to maximise the opportunities for writing. Each year, texts are decided upon so that they reflect the interests and representation of the current cohorts. English is taught every day and the time spent studying each text varies from a few weeks to a whole term depending on text type, length and year group.</p> <p>Sequences are carefully planned to include engaging introductory lessons and a variety of planning experiences before writing. Through this process, the children are given opportunities to work collaboratively to enhance the sharing of ideas and overall understanding of the text.</p> <p>High quality teacher models are planned in advance and shared with the children through the process of live writing and shared reading. Writing models and supporting resources are adapted by class teachers to meet the needs of the individuals in their class. Elements of SpAG form part of English lessons and are linked appropriately to the text and genre being taught.</p> <p><b><u>Close reading</u></b></p> <p>Close reading sessions are embedded into each writing sequence. They are purposely chosen to enhance the children's understanding of vocabulary, character and overall meaning of the text in preparation for the next piece of writing.</p> <p><b><u>Heathfield steps</u></b></p> <p>Writing books across the school contain the child's Heathfield writing step that matches the attainment of the child. Alongside this, there is a conferencing sheet, which is a working document. It is used to record 1:1 discussions around the child's writing targets and progress at regular intervals throughout the year. The accurate targets form the basis of our marking system that allows teachers to give accurate next steps.</p>	

### **Spelling**

Spellings are taught weekly. They are selected following spelling patterns and words from the statutory spelling lists for each year group. Marking in English identifies commonly misspelled words that are in line with the writing steps. Children are tested using the HAST spelling test at the start and end of each academic year.

### **Handwriting**

Cursive handwriting with lead-outs only is developed through discrete daily teaching, which teachers assess in the moment and provide 1:1 support for when needed. Fine motor and gross motor activities are planned into the morning soft start to strengthen the physical skills needed for handwriting; these activities reflect and reinforce the fundamental movement skills taught in PE. There is a high expectation that teachers model cursive handwriting consistently across the curriculum, and classroom displays also use the agreed cursive style with lead-outs only so that children see high-quality examples everywhere. Pen licences are awarded to children in Year 3 and Year 4 who consistently write legibly and fluently, and in Year 5 and Year 6 all children are expected to write in pen.

### **Editing and revising**

Editing is carried out regularly and forms an important part of the writing process as it gives the children the opportunity to improve their draft in terms of spelling, grammar, punctuation and sense. Children edit their work using a year group editing checklist, which they revisit after a range of taught activities before applying it independently. The checklist includes key elements of sense, capital letters, punctuation, and spelling, all of which are explicitly taught in line with the writing steps for each year group. As the children progress into upper Key Stage 2, they apply these skills with increasing independence, using the editing process to refine and strengthen their work with growing confidence.

Revision is an integral part of the writing process as it enables children to improve their draft through changes to content, structure and clarity. Teachers guide the revision process through focused marking, which directs children towards their writing target and the specific writing step they are working on. As pupils

become more secure in these skills, they use the revision stage to refine and reorganise their ideas with increasing independence, strengthening the overall effectiveness of their writing.

**Publishing**

Children complete the writing cycle by publishing their work, giving them the opportunity to share their writing with purpose and take pride in their finished piece.