



## Heathfield Schools' Curriculum Overview

### Writing

Subject	Intent	Implementation	Impact
<p><b>Writing</b></p>	<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> </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 progression document outlines the text and sentence structure, composition and effect and SPaG for writing.</p> <p><b>EYFS</b></p> <p>Pre-writing skills are encouraged throughout EY, including developing core strength, gross and fine motor skills, visual tracking and dexterity. Children are encouraged to make marks creatively using different tools and materials. They are supported to explain the meaning of their marks. Adult interactions encourage further writing throughout the day dependent on the children's interests. In Nursery children progress to writing some identifiable letters and support is offered to them when they show signs of readiness for this.</p> <p>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> <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.</p> <p><b>Heathfield writing steps</b></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 school's 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>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>Phonics</u></b> 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>Handwriting</u></b> Cursive handwriting is modelled by staff during writing activities. Many children adopt this cursive style from the start of Reception. For other children, their writing journey involves moving from accurate printing to a cursive handwriting stle, and individualised support is offered with this.</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>
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Writing		<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>	

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.

#### **Close reading**

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.

#### **Heathfield steps**

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.

#### **Spelling**

Spellings are taught weekly and are sent home for children to learn through a variety of activities before they are tested. 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 is developed through discrete teaching at the start of the school day. There is high expectation of teachers to model cursive handwriting across the curriculum. Pen licences are awarded to children in Year 3 and Year 4 who consistently write legibly and fluently. In Year 5 and 6, all children are expected to write in pen.

