



Heathfield Schools' Curriculum Overview

Writing

Subject	Intent	Implementation	Impact
Writing	<p>The writing curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none"> Engage with high quality, diverse and representative texts that provide opportunities for the creative writing of fiction, non-fiction and poetry. Write accurately, coherently and with imagination, adapting their language and style for a range of purposes and audiences. Acquire and use a wide range of vocabulary and develop a fascination with the meaning and use of new words in their writing. Develop their speaking and listening so they are able to participate in discussions, role-play and performances. Write legibly with increasing speed. Spell accurately by effectively applying spelling patterns and rules. 	<p>The schools' writing progression document outlines the text and sentence structure, composition and effect and SPaG in EYFS, KS1 and KS2.</p>	<p><u>Assessment:</u></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.</p> <p>Year groups moderate books in PPA meetings regularly with a particular focus on children who are moving up a step.</p> <p><u>Monitoring:</u></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> <ul style="list-style-type: none"> "Pop ins"/learning walks Formal observations Book and planning scrutinies Pupil interviews Staff interviews
		<p>EYFS</p> <p>Children are encouraged to make marks with a natural progression to writing identifiable letters. The environments provide a wide range of opportunities for writing with that include skills progression and appropriate challenges. Adult interactions encourage further writing throughout the day dependent on the children's interests. Teaching skills are individualised for each pupil and their need. Children are exposed to a range of fonts and cursive handwriting is modelled and encouraged during writing inputs.</p>	
		<p>Key Stage 1</p> <p><u>English</u></p> <p>English is taught every day. Power of Reading teaching sequences provide the starting points for year group planning and are adapted where appropriate to maximise the opportunities for writing. New vocabulary is introduced through careful planning. <u>SPaG</u> forms part of these sequences. Planning includes teacher models that are pitched at the core learning level in the class. Individual targets are taken from the step sheets in individual children's books.</p> <p><u>Spelling/ Phonics</u></p> <p>Within daily phonic sessions children read and write common exception words. In Year 1 homework is sent weekly and the children practise phonics application and the skill of look, say, cover, write, check.</p>	

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Writing		<p>Key Stage 2</p> <p><u>English</u></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.</p> <p><u>Close reading</u></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><u>Heathfield steps</u></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 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. SPaG forms part of these sequences and is also taught discreetly as part of the final revision programmes in Year 6.

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.