



# HEATHFIELD SCHOOLS' PARTNERSHIP

## CURRICULUM OVERVIEW – WRITING

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### Intent

The writing curriculum will ensure that children will be able to:

- Plan, draft, write, evaluate and edit.
- Write legibly, fluently and with increasing speed.
- Spell accurately and use dictionaries and thesauruses to support the writing process.
- Engage with a wide range of high quality texts to support their writing across the genres.

### Implementation

In Early Years planning is based around the relevant strands in Development Matters. In Key Stages 1 and 2 the schools' writing steps outline the progression in skills: text and sentence structure, composition and effect and SPaG (Spelling, Punctuation and Grammar).

### EYFS

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. Cursive handwriting is taught from Reception.

### Key Stage 1

**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.

**SPaG** forms part of these sequences and is also taught discreetly as part of the final revision programmes in Years 2 and 6. 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.

### Spelling

Within daily phonic sessions children read and write common exception words. A spelling homework is sent home weekly and the children practise the skill of look, say, cover, write, check. Year 2 use word banks in English lessons to identify incorrect spellings.

## **Key Stage 2**

**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.

**SPaG** forms part of these sequences and is also taught discreetly as part of the final revision programmes in Years 2 and 6. 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.

### **Spelling**

Spellings are set 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 words that need to be worked on alongside the writing steps. Children are tested using the HAST spelling test at the start and end of each academic year.

**Homework** is set weekly, reinforcing the week's learning objectives.

## **Impact**

### **Assessment**

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.

In Nursery and Reception children's Tapestry files are updated during their focus weeks and this is shared with parents.

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. Year groups moderate books in PPA meetings regularly with a particular focus on children who are moving up a step.

### **Monitoring**

Members of the Senior Strategy Team and Year Group Leaders undertake a range of monitoring activities each term that include:

- Formal observations
- "Pop ins"/learning walks
- Work scrutinies

An in-depth review of writing takes place every 2 years as outlined on the schools' review schedule.