

Intent

Why do we teach this?

At Hemsby Primary School, we recognise that writing is integral to all aspects of life and we mindfully endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles. By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their skills. Writing skills underpin most elements of the school curriculum and are an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

Implementation

What do we teach? What does this look like?

English in EYFS

In EYFS, Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. In EYFS, we aim to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

Books will be embedded in our provision through activities, story sessions and on display for children to access independently. Through this, children begin to internalise new vocabulary, language patterns and begin to retell stories. Our curriculum is carefully constructed to prepare children and ensure that there is cohesion and consistency with our approach through:

The inclusion of high-quality texts which are age and stage appropriate modelled reading and re-telling opportunities across each session

A focus on Tier 1, 2 and 3 Vocabulary

Dedicated phonics sessions, employing tricky and high-frequency words

Cooperative learning behaviours which develop oracy and interdependence.

Children are encouraged to apply their phonics in independent and supported writing opportunities across the curriculum from letters, to recipes, short stories and information reports.

English in Key Stage 1 and 2

At Hemsby Primary School, in Key Stage 1 and 2 we teach Reading and Writing using Curriculum by Unity Schools Partnership (CUSP). CUSP is an evidence informed, carefully sequenced English curriculum, which maps core content in Reading and Writing across the primary journey, ensuring that learning is taught and revisited over time so that pupils commit their understanding to the long-term memory.

Writing

CUSP Writing draws on taught content from CUSP History, Geography and Science and from the depth study of core texts from the literature spine. Expert subject knowledge is carefully woven into each Writing module which gives teachers the opportunity to teach and rehearse key knowledge and skills before applying this learning to meaningful extended outcomes. The careful architecture of this curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life. Within the CUSP curriculum, punctuation and grammar is taught both directly and discreetly with pupils receiving a daily SPaG lesson.

Handwriting is taught using the programme, Letter-Join. Pupils learn pre-cursive handwriting in Year 1 moving to cursive handwriting in Year 2. In Key Stage 2, pupils continue to develop their speed, fluency and presentation of handwriting.

Reading

CUSP Reading is deliberately designed to be ambitious and aspirational, ensuring that every child leaves our school as a competent, confident reader. Drawing on the latest research around explicit vocabulary instruction, reading fluency and key comprehension strategies, this curriculum is a synthesis of what we know works in helping children make outstanding progress in reading and a distillation into consistent, well-structured practice.

Pupils will receive a daily diet of excellent reading teaching and this will be supplemented by regular opportunities to engage with shared reading experiences, promoting the joy of reading with the whole school community. The clear structure and principles ensure that teaching is progressive, challenging and engaging and the rich, diverse literature spine acts as both a mirror so that every child can see themselves in the core texts and as a mirror to engage pupils with experiences beyond their own field of reference.

Impact

What will this look like?

Our writing curriculum is of a high quality and ensures there is a clear progression. In order to measure the impact, we gather a variety of data to ensure learning has occurred and progress has been made. This information directly informs future planning and learning opportunities, allowing us to be responsive to the needs of our pupils.

We measure the impact of our curriculum through the following methods:

- Formative assessment in writing lessons which may include verbal feedback or written suggestions for improvement;
- Ingredients for Success checklists;
- Moderation within and between classes and local schools;
- Children are competent, fluent writers.