



Writing Intent

We are passionate about our English curriculum being a vehicle for children's empowerment by ensuring that we promote a high standard of language and literacy through both our English curriculum and through our wider curriculum areas.

We have developed a curriculum that offers all our children with a broad, exciting and ambitious curriculum that will develop their knowledge and cultural capital so that they are able to succeed in life.

Our aim is that our curriculum ensures that our pupils:

- Read fluently and with good understanding
- Develop the habit of reading widely and often both for pleasure and the acquisition of knowledge
- Acquire a broad vocabulary
- Have a good understanding of English grammar
- Write clearly, coherently and accurately for a range of purposes and audiences
- Have opportunities to write for a range of real purposes and audiences
- Communicate effectively, audibly and fluently with an increasing command of Standard English in a range of different contexts
- Listen and respond to adults and their peers by asking questions to extend their understanding
- Understand the skills and processes that are essential for writing: drafting, editing, reading aloud and re-reading their work to check for fluency and that their meaning is clear
- When spelling, have opportunities to both practise using their phonics knowledge and develop independent spelling strategies

Writing in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1)

The school uses phonics materials from the Read Write Inc (RWI) programme to teach reading in EYFS and KS1.

The Read, Write Inc phonics programme is introduced in EYFS and continued throughout the Foundation Stage, Key Stage 1 and into Key Stage 2 (for those children identified with gaps in their phonics knowledge). It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell.

These materials provide a rigorous, systematic framework in which to teach children to hear and read the 44 English speech sounds, blend them together into words and segment words into sounds for writing.

The children will aim to write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.

They will practise handwriting several times a week: sitting at a table comfortably, aiming to learn correct letter formation and how to join letters speedily and legibly.

Writing in Key Stage1 & 2

A broad selection of books - appropriate to each year group - will be used to ensure adequate coverage of different writing genres.

For each writing genre, teachers will decide upon a number of writing outcomes and the purpose of each piece.

A modelled example - what-a-good-one-looks-like (WAGOLL) will then be written by the teacher based on the main writing outcome.

Subsequently, a series of lessons will be planned and delivered based on the key features of the WAGOLL in accordance with the following three distinct phases:

1. **Reading Phase:** will immerse children into the text and provide various speaking and listening opportunities, in the first instance. Throughout this phase, children will include work on key features of the genre, reading comprehension questions linked to both the text and the WAGOLL, prediction, sequencing and key vocabulary.
2. **SPaG Phase:** will include spelling, grammar and terminology exemplified in the WAGOLL and text choice.
3. **Writing Phase:** will include planning, writing, redrafting, editing and publishing. It will take place over several sessions and include lots of teacher modelling, shared and guided writing, discussion with peers and teacher, as well as editing. The focus is on children producing a fluent piece of writing which works well as a whole and engages the reader.

In addition, we have discrete timetabled sessions to work on:

Spelling: A new spelling rule will be introduced and taught each week, allowing children time to practise spelling using a range of strategies.

Handwriting: The school promotes high standards in the presentation of children's handwriting and will use materials from the Letter-join programme to ensure a consistent, schoolwide approach.

The writing teaching sequence and journey that pupils follow has a clear purpose for the pupils. The purpose for writing could link to a book from the reading spine, learning in

other areas of the curriculum (for example non-chronological reports about time periods, people, places and creatures or letters and persuasive writing relating to current learning) or could link to events and celebrations taking place in the world.

The writing journey at Co-op Academy Princeville has a clear focus throughout on the final independent piece that pupils will produce. Pupils are exposed to the text type that they will create independently where they explore the text as a writer focusing on language, grammatical and structural features of the given text type. This familiarisation with the text and text type allows pupils to develop their knowledge of writing composition. Vocabulary, grammar and punctuation are taught as part of the writing sequence focussing on the skills most needed for the text type pupils are creating. Regular reviews and checks for understanding are built into the sequences of teaching to ensure that pupils have mastered grammar and punctuation learning.

In order for pupils to achieve independent practice, teachers provide models and scaffolds in their teaching to build on prior knowledge and learning. The teacher demonstration phase allows direct and explicit teaching of the knowledge and skills (language, grammatical and structural) needed to achieve in independent writing.

Insight – at Co-op Academy Princeville, we want pupils to develop a positive and enthusiastic attitude towards the world around them. Pupils at Co-op Academy Princeville make the journey from learning to read to reading to learn. Reading to learn offers our pupils the opportunity to have insight into an infinite variety of learning opportunities. Through the English curriculum, pupils will be given opportunities to develop a range of knowledge and skills which they can use and apply in a wide variety of contexts and this knowledge and skills will be used to support learning in other subject areas.

Wherever possible, the Co-op Ways of Being of: 'Do what matters most', 'Be yourself, always', 'Show you care' and 'Succeed together' are woven throughout the English curriculum so as to deliver a culture where all pupils feel responsible, valued, empowered and trusted to do the right thing.