



Townlands C of E Primary Academy

A journey of learning in the light of God's love.

English - Writing

"If there's a book that you want to read, but it hasn't been written yet, then you must write it."

Toni Morrison

Our Vision for English

At Townlands, we believe that being able to write is a vital skill that enables us to express ourselves more effectively. We passionately believe in helping children to develop not only the technical skills of writing, but also in promoting creativity and a love for literature in its many forms. The study of writing develops children's ability to communicate for a wide range of purposes, including to share ideas, views and feelings. Children are encouraged to express themselves creatively and imaginatively as they become enthusiastic and critical writers of poetry, fiction and non-fiction texts. Children gain an understanding of how language works by looking at its vocabulary, patterns, structures and origins.

Why do we teach writing?

At Townlands, we teach different aspects of writing on a daily basis (handwriting, phonics, spelling, vocabulary, grammar and writing composition) so that the children can fully immerse themselves and have opportunities to reflect and build upon prior learning.

It is our intention when teaching the English writing curriculum that our pupils acquire the necessary knowledge, skills and understanding which will equip them with the fundamental tools to achieve, throughout their learning journey at Townlands and beyond.

Writing at Townlands

Our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. We follow the award-winning [Ready Steady Write](#) from [Literacy Counts](#) to develop confident, independent and successful writers with high aspirations. Our writing curriculum is research-informed and impact-proven, carefully designed to support all children to master the foundational skills and write for a clear audience and purpose.

Through the use of high-quality, vocabulary-rich texts, we provide exciting and meaningful reasons to write. Children are immersed in literature and taught to craft their writing with precision, using a range of pedagogical approaches, including sentence accuracy, modelled writing and shared writing, as well as regular opportunities for editing.

We value spoken language as a foundation for writing. Through structured talk, drama and vocabulary exploration, children learn how to organise and express their ideas clearly before writing them down. Our aim is for every child – regardless of need – to write fluently and take pride in their work.

Whilst writing is taught in its own right, we also appreciate the importance that language provides in accessing the whole curriculum. Therefore, it is our intention to encourage children to transfer their writing skills in order to develop success across all subject areas.

Our aim is to ensure that every child becomes a confident, competent writer by the time they leave Townlands, ready for the next stage of their education.

Rationale – Why we do what we do...

Over the past few years, we have found that there has been a slow but significant decrease in the language skills of children as they enter EYFS. This, along with a need to promote a more deep-rooted love of reading, has prompted us to shape our curriculum with greater emphasis in these areas. After completing a Literacy audit with pupils and staff we found that there were opportunities for us to enhance children's progress and attainment in speaking and listening, reading and writing, and one of the ways that we achieve this is by addressing the language skill gap. Teachers plan and deliver discrete vocabulary lessons as well as integrate the teaching of vocabulary across all subjects within the curriculum.

Quality texts are chosen to deliver the English curriculum, which also link with our wider curriculum themes, to develop children's knowledge of different text structures and language. By placing these models at the heart of our English learning, we aim to develop children's transcription and composition skills across different genres.

Our audit of written work revealed gaps in some pupils' abilities to apply their knowledge and understanding of common spelling rules and letter-patterns to their independent writing. It also revealed that high frequency words were sometimes continuing to be misspelt in KS2. As a result, daily discrete spelling lessons are timetabled.

Enrichment

Children will develop an understanding about other cultures around the world; they will learn about different time periods and further develop cultural capital by learning about significant others through a range of varied and progressive texts that are used within the classroom as a stimulus for their own independent writing.

Class assemblies and collective worship provide the opportunity for our pupils to share their writing in front of an audience.

Annually our Year 4, 5 and 6 children participate in The Young Writers Rotary Club creative writing competition. In the past, our children have received awards in recognition of both achievement and effort. Some of our writers have successfully moved on to the next level of the competition (regional finals). Through this opportunity, children are encouraged to write for pleasure.

We understand that in order to achieve, children need to acquire and develop a wide vocabulary. Research indicates that vocabulary size is a significant predictor of academic attainment and of success in life. Therefore, we explicitly teach Tier 2 and Tier 3 vocabulary to all year groups; children are encouraged to apply their broadening vocabulary in their writing.

We host a new parent information session for our EYFS parents/carers. Part of this meeting involves an introduction to phonics teaching and early writing. In year 6, a SATS meeting is held for our parents/carers so that they understand age-related expectations. These sessions are always very well attended and we have received many comments about the usefulness of these sessions.

Writing composition is celebrated in classrooms and around school, where our bright and colourful displays celebrate children's writing in English and across the curriculum.

How do we deliver the English curriculum?

The teaching and implementation of the English curriculum at Townlands is based on the National Curriculum. As a school we have daily timetabled slots for phonics, spelling, grammar, reading and writing. Our English curriculum is derived around high quality content that also aims to develop children's cultural capital and curiosity of the world. We use books, texts and videos to create opportunities to develop:

- grammar and punctuation and an understanding of how to use and apply them across the wider curriculum;
- exploration of writing structure and features of different genres, including an understanding of the purpose and audience and an evaluation of the effectiveness of writing by editing and redrafting.

To develop purpose for writing, all children will have the opportunity to make cross curricular links with other subjects such history, geography and RE. We strongly believe that this approach provides many focused and purposeful opportunities for reading, writing and discussion.

At Townlands, we identify children who need support and provide intervention in the most effective and efficient way possible. We strive to make children independent learners once we have helped to equip them with the confidence, tools and strategies that they need.

Marking is rigorous in English lessons, with regular opportunities for children to respond.

English in the curriculum

- We plan using the National Curriculum
- We enhance the curriculum using progression grids
- Subject progression grids are used to develop long term planning
- Teachers use the long term planning to plan units of work and deliver individual lessons

This is how we support and ensure access for all children:

- Ensure that a range of resources are available to enable success for all pupils (e.g. dictionaries, thesaurus, word banks, additional templates, etc).
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills

This is how we challenge:

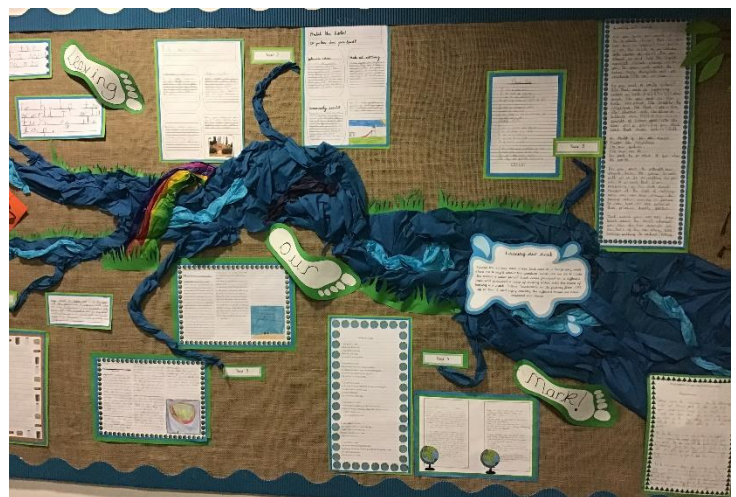
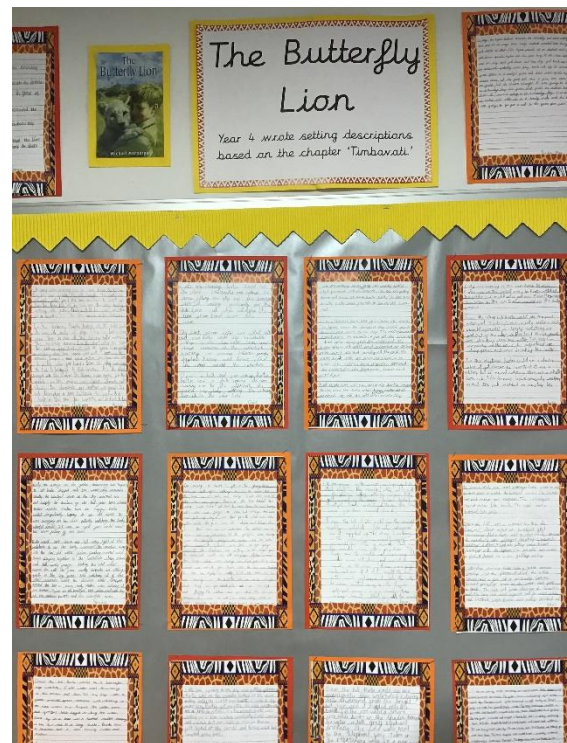
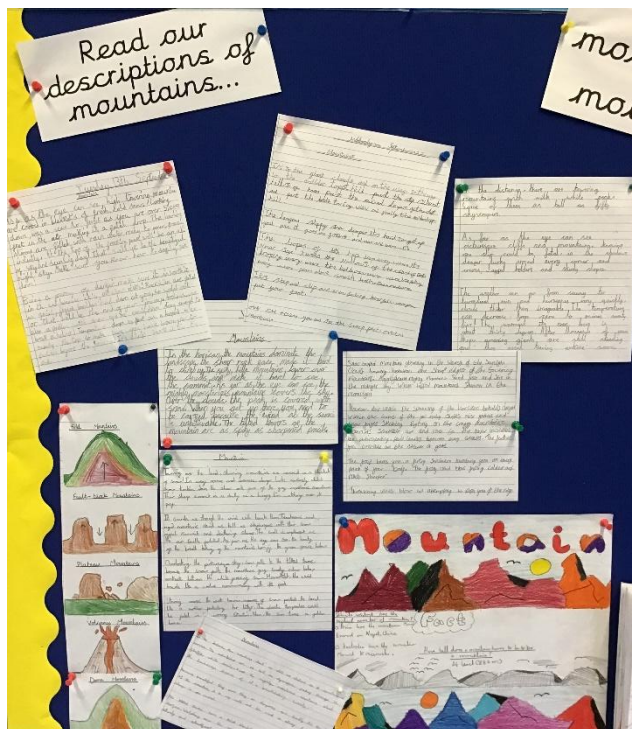
- An additional challenge planned for, from the very start of the lesson

How does the English curriculum embed knowledge?

The successful approach that we adopt at Townlands is demonstrated in the children's achievement, their sustained learning and transferrable skills. Children become more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

Termly assessment is showing that most children at Townlands are achieving in English at age-related expectations. Each year we have children achieving at a greater depth in writing at the end of KS1 and we are working hard to sustain this by the end of KS2.



Useful Websites

<https://home.oxfordowl.co.uk/english/primary-writing/>

<https://www.onceuponapicture.co.uk/> Pictures to inspire writing

<https://www.youngwriters.co.uk/>