



Writing at Bishop's Castle Primary School

Our Curriculum Drivers at Bishop's Castle Primary School

Confident
Communicator

Widening Horizons

Growth Mindset

Healthy Body
Healthy Mind

Our Core Values

Ready

Respectful

Safe

We have devised four drivers that run through our school curriculum. They are tailored to our pupils' specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment and therefore provides a foundation for understanding the world.

What Writing looks like in our school:

- ✍ Opportunities to develop a child's imagination and inventiveness whilst forming the basis of a lifelong enjoyment of writing.
- ✍ Inspiring children to value our rich and varied literary heritage - walking through doors to the past, present and future - and linking writing closely to storytelling and the habitual enjoyment of reading.
- ✍ A nurtured culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.
- ✍ We endeavour to teach children to write with confidence, orchestrating a range of independent strategies to self-monitor and correct.
- ✍ A curriculum designed to allow children to take an interest in words and their meanings – developing a growing vocabulary in spoken and written forms in order to communicate opinions and ideas, and further their learning in all curricula areas.
- ✍ Children form a secure knowledge-base in all aspects of English, which follows a clear pathway of progression (following the aims of the 2014 National Curriculum) as they advance through the primary curriculum.

This is our philosophy:

- ✍ Children learning to be effective communicators through not only the written word but also orally and across a range of media formats.
- ✍ Children immersed in the written word through exposure to quality texts and adventurous vocabulary.
- ✍ Children inspired to write through resources, experience and the adults they engage with.
- ✍ Children developing an awareness of audience and realising that their vocabulary choices have impact.

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

- ✍ Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

By the end of Key Stage 1 pupils will:

- ✍ Apply the Little Wandle phonics knowledge to correctly spell including common exception words and contracted forms.
- ✍ Write from memory simple sentences dictated by the teacher
- ✍ Correctly form and space their letters and key punctuation.
- ✍ Develop positive attitudes towards and stamina for writing

By the end of Key Stage 2 pupils will:

- ✍ Spell with greater confidence and able to use a dictionary should it be needed along with knowing a greater range of punctuation and grammar techniques
- ✍ Be effective written communicators – having a greater awareness of purpose, atmosphere and audience when they write
- ✍ Know a wider range of authors and genre
- ✍ Know that to give and receive constructive and supportive feedback is important
- ✍ Enjoy writing and see it as a form of expression

This is how it works:

- ✍ Early writing is taught through mark making, then when the children begin Little Wandle phonics, they are taught the correct letter formations. This begins with writing cvc words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.
- ✍ Writing is assessed consistently throughout the year through hot and cold tasks to begin and end each unit of writing. Teachers use this to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
- ✍ There may be a 'hook' to start the unit.
- ✍ Each lesson is planned and the needs of each child taken into account so that resources (including LA support) can be prepared/implemented.
- ✍ Text are chosen/created to set high expectations and to mirror the grammatical features planned in for the unit.
- ✍ Children are taught using the TALK for WRITING approach aimed at oral re-telling of a text - committing the vocabulary to memory. Teachers plan their genre and complete the imitation, innovation and invention processes.
- ✍ There is a need for clear and purposeful modelling by staff where they demonstrate expectations, word choices and thought processes. Teaching/LA staff may update support materials e.g. working walls, word banks, writing toolkits whilst the modelling takes place.
- ✍ Washing lines and working walls reflect the current learning and act as a resource bank for children to interact with should they wish to.

This is what adults do:

- ✍ Plan exciting progressive lessons which build on prior knowledge, sometimes linking to other areas of the curriculum.
- ✍ Choose texts that will engage children and prompt discussion.
- ✍ Celebrate writing in class – knowing that each child's success criteria will be specific to them.
- ✍ Teachers use assessment to identify the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
- ✍ Interventions on specific areas of weakness will be carried out by the class teacher or teaching assistant.
- ✍ Teachers will moderate across year groups and partner schools
- ✍ Create a supportive, learning environment that engages children's interest in the topic being studied e.g. working wall, visual prompts, vocabulary choices, targets
- ✍ Regular book scrutiny, pupil perceptions and planning audits.
- ✍ Whole school professional development.

This is how we support:

- ✍ Work might be differentiated at the planning stage so that all children are able to meet the learning objective. Alternative targets or smaller steps may be given.
- ✍ Visual aids, word banks or prompts may be used to give children confidence to make choices in their writing.
- ✍ Small group/1:1 adult support given where required – allowing for a change in pace or a specific focus.
- ✍ Set high standards and maintain expectations

- ✍ Opportunities to record ideas using a range of alternative media.
- ✍ We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- ✍ These pupils will then receive additional support or resources to use.
- ✍ Some children may receive pre-teaching to ensure they have sufficient understanding in order to access the next episode in the teaching sequence.

This is how we challenge:

- ✍ Lessons will be differentiated.
- ✍ Additional activities/targets to stretch the learning within the lesson.
- ✍ Small group work with alternative/extended discussion points
- ✍ Specific teaching on advanced/complex features

This is how ensure all children can access the curriculum:

- ✍ Children are identified and discussed at Pupil Progress Meetings if concerns are present.
- ✍ Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- ✍ Seating children alongside good role models to support one another.
- ✍ By providing visual/practical prompts.
- ✍ Teaching lessons using a range of different techniques.
- ✍ More frequent repetition and revisiting to help make it stick.

This is what you might typically see:

- ✍ Engaged learners who are proud of the writing they produce.
- ✍ Children reciting a learnt text with actions to aid memory/recall.
- ✍ Children keen to include new vocabulary/grammatical techniques within their writing.
- ✍ A learning environment where it is accepted that using resources and toolkits is what good writers do.
- ✍ Children talking, sharing and reflecting upon their learning

This is how we know how well our pupils are doing:

- ✍ Lessons are planned with children prior knowledge/assessed level known.
- ✍ Marking and feedback by teacher and peers.
- ✍ Displays of work in classes.
- ✍ At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
- ✍ Assessment tracked at the end of each half term and entered onto Insight
- ✍ Book scrutiny, pupil perceptions and planning audits.

This is the impact of the teaching:

- ✍ Children who enjoy communicating through the spoken or written word.
- ✍ Inquisitive and reflective learners.
- ✍ Children who can see the purpose of grammatical features
- ✍ Children who can see how vocabulary choices can change the overall impact or inferred meaning of a piece of writing.
- ✍ Children who are able to create imagery in the mind of a reader
- ✍ Children who are able to affect their reader emotionally.
- ✍ Children who can transfer their skills into foundation subjects.
- ✍ Cohorts of children leaving their primary school phase with standards never less than the national average.

What is Cultural Capital?

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career, and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise the social ladder without necessarily having wealth or financial capital. In English (writing), this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful subject knowledge in Writing

- ✗ The statutory English curriculum of 2014
- ✗ The knowledge of a range of authors, their work and their importance to literature through history, including modern day.
- ✗ The spelling of everyday and more complex words incorporating prefixes and suffixes. Invite visitors to support the teaching of the curriculum

Powerful personal knowledge in Writing

- ✗ Writing in a range of genre, seeing the impact writing has on its audience
- ✗ A depth of vocabulary and when to apply it in different contexts
- ✗ Developing social skills through written communication (links to PSHE and Computing/Internet Safety)
- ✗ Local library trips to support a love of literature
- ✗ Using writing to communicate ideas in other curricular areas
- ✗ Trips to various locations and reflecting on their experiences
- ✗ Invite visitors into school as inspiration for writing as a career
- ✗ Use writing to communicate with people in the community to gather information about local/national/global issues
- ✗ Enjoyment of word games as part of wellbeing
- ✗ Use national days e.g. remembrance, to develop knowledge and empathy.

SMSC links in Writing at Bishop's Castle Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. In English (Writing) at Bishop's Castle Primary School, links to SMSC are made throughout the delivery of the English curriculum and lessons create a child centred approach to developing writing.

Spiritual

- ✍ Explore the use of the written word to create effect
- ✍ Engage in the creativity of poetry
- ✍ Create and develop a writing style
- ✍ Discover stories, places, and characters beyond their own experiences

Moral

- ✍ Consider the concept of good vs evil and the impact of one's actions
- ✍ Respecting the viewpoints of others and appraising those viewpoints against those already held
- ✍ Freedom of speech
- ✍ Express opinions based on their own developing moral compass on issues such as climate, animal welfare etc.

Social

- ✍ Critique the work of others and feedback in a considerate manner
- ✍ Engage in collaboration: mixed ability activities and sharing/modelling expertise
- ✍ Recognise and respect social difference and similarities

Culture

- ✍ Stimulate ideas and model writing from other cultures and periods in history, giving children opportunity to reflect on the similarities and differences between the content they are being exposed to and their own experiences
- ✍ Identify key writers in history and modern day
- ✍ Consider how historical texts have influenced the literature of the modern day

