

Days Lane's Writing Curriculum

Subject Intent

- At Days Lane, we strive to help our children develop into articulate and imaginative communicators, who leave our school as competent writers, with an understanding of the conventions of Standard English and when to use it effectively.
- We believe that writing is a key skill for life both inside and out of education and that is why it features across all the subjects taught across our school.
- We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach.
- We ensure that children's English learning is relevant and meaningful by making strong links across the curriculum: where possible linking our reading, writing and the topics that we are covering in foundation subjects.
- Our intentions in writing are for children to:
 - Write for a purpose
 - See themselves as real writers
 - Take ownership of their writing
 - See writing as an interesting and enjoyable process
 - Acquire the ability to organise and plan their written work
- We aim to provide the children with varied reasons for writing and believe that this not only produces higher quality writing, but allows our learners to apply their skills to a range of different contexts.
- A secure knowledge of spelling and grammar and an understanding of how to edit writing is taught throughout the school in a systematic and progressive way.
- The writing curriculum encourages children to immerse themselves in different text types, understand the features and impact of these, and realise the importance of them beyond education.
- English learning journeys incorporate discussion and questioning around key texts to increase children's understanding and prepare our children with the tools they need in order to be successful in their writing.
- Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

Subject Implementation

- The Early Years Foundation Stage (EYFS) equips pupils with the relevant knowledge and skills to enable them to access the English curriculum in KS1.
- Children receive a one hour English lesson 4 days a week and are exposed to age-related expectations for writing within a range of texts.
- There are grammar starters in every English lesson and an hour grammar lesson each week, which support children to develop spelling, punctuation and grammar skills that are relevant to their writing outcomes.
- In EYFS and KS1, spelling is taught through daily phonics lessons (Phase 2 in Reception, Phase 3-5 in Year 1 and Phase 5-6 in Year 2). These include common exception words and words which are frequently used in writing. In KS2, there is a weekly 30 minute spelling lesson, which introduces children to the spelling words and rules or patterns they need to learn. Spellings include statutory spellings and common exception words. Children working below age-related expectations receive personalised spellings, which include high-frequency words. In all English lessons, children have opportunities to correct spellings. These are often linked to high-frequency words and words related to their topic.
- Writing and reading are closely linked and we ensure that children are reading daily in order to build on their knowledge of different genres of writing and develop their vocabulary.
- A high standard of joined, cursive handwriting is modelled across school and children are encouraged to imitate this. Handwriting is taught and practised regularly as part of children's weekly timetable.
- Teachers demonstrate high quality modelling within each English lesson and encourage children to include key vocabulary (linked to their Topic), structure their work appropriately into coherent paragraphs and use the grammatical skills and punctuation taught at their year group level.
- Learning objectives provide children with knowledge and understanding of the purpose and outcome of the lesson. Children are also clear on how this learning objective fits into the overall learning journey.

- Days Lane intends to develop children's writing as a transferrable skill across all subjects taught in the curriculum. We therefore immerse children in foundation themed topics and make strong cross-curricular links in English.
- English is taught through high quality core texts, which promote a love of reading and provide engaging writing opportunities that encourage children to make meaningful links across the curriculum. This helps to strengthen children's knowledge and understanding of foundation topics, develop their vocabulary and use and apply their writing skills.
- Children are encouraged to deconstruct texts and identify key features for specific genres of writing. Teachers model the practising of these skills and children then apply them to their own writing.
- In each learning journey, the audience and purpose for writing is explicit and shared with children at the beginning of each English lesson. This motivates children to write and produce meaningful outcomes, as well as making concrete and contextual links to the wider world.
- Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate.
- Themed/Dress up days and trips further enrich children's learning journeys and provide awe and wonder. For example, Stone Age, Roman and Victorian dress-up days fully immerse children in their foundation topics.
- Teachers ensure that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress.
- Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are encouraged to respond to this in purple pen.
- We ensure that ALL learners are given next steps and that scaffolds and challenges are put in place for those children working below or above age-related outcomes.
- Children who are identified as not achieving age-related outcomes and/or those on the SEN register may be assessed against the outcomes for the year group below.
- Writing assessment frameworks are updated regularly and at the end of each writing assessment. These inform targets which are shared with children and encourage them to take ownership of their learning.
- Teachers use 'Comparative Judgement' as an assessment tool to familiarise themselves with national writing expectations for each year group, and to inform their own assessment of children's writing.
- Home learning tasks provide children with writing opportunities outside of school and encourages parents/carers to engage with the curriculum and support their child's learning.

Subject Impact

- Writing assessments are planned throughout each half-term, and teachers update children's writing frameworks by highlighting the age-related criteria that has been achieved and identifying next steps. This enables teachers to set personalised, short-term targets which address gaps in children's learning.
- Children are tested termly on grammar tests (NFER) to inform teacher assessment of writing and to inform subsequent planning to address gaps in children's learning.
- Children's writing is assessed using Comparative Judgement, which enables teachers to compare their children's writing with others nationally and informs teacher assessment.
- Progress across classes is closely monitored by the Subject Leader and Senior Leadership Team. Monitoring will include: regular book looks, lesson observations, gathering evidence of good practice, pupil voice interviews, looking at data on Target Tracker and regular learning walks.

Through the high quality teaching of writing taking place, we will see the impact of the writing curriculum in different ways:

- Children demonstrate an enthusiasm to write and enjoy talking about their writing – about its construction, purpose and effect on the reader.
- Children produce written work in all areas of the curriculum to a high standard.
- Children are confident to write for a range of different purposes.
- Children are taught and encouraged to use subject-specific vocabulary within their writing, which links to their topic and are provided with knowledge mats to support this.
- Children achieve well at the end of both Key stages and leave Days Lane with a secure understanding of writing and are well prepared to meet the needs of a challenging secondary curriculum and the expectations of writing across all subjects.

Writing	2017		2018		2019		2022	
	MT	GD	MT	GD	MT	GD	MT	GD
School	80%	21%	84%	32%	87%	29%	83%	20%
Bexley	80%	19%	83%	25%	83%	25%	77%	18%
National	77%	18%	79%	20%	78%	20%	69%	13%