

Raleigh Hub Writing Curriculum Statement

Intent

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in the Raleigh Hub will:

- Become motivated, resilient, and resourceful writers.
- Develop a strong thread of individual creativity in their writing.
- Understand writing for a purpose and audience.
- Have a secure skill set in spelling, punctuation, and grammar.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Use a cursive script designed to promote fluent and neat writing.

Implementation

Therefore, in the Raleigh Hub our writers will:

- Engage in a clear and progressive writing curriculum based on a rich variety of fiction, non-fiction and poetry texts from Babcock's Texts that Teach that reflect the children's own needs and interests.
- Receive additional support or challenge where needed. This can be individually or in small groups using programmes such as Nessy, immersive reader and Clicker 7.
- Be encouraged, through affirmation and praise, to develop a positive mindset and 'can do' attitude towards writing. This contributes to allowing children who learn differently to develop a positive image of themselves as writers.
- Be provided with a rich curriculum of activities and experiences in school and beyond, designed to facilitate lively, enthusiastic discussion resulting in well-resourced writing opportunities. Experiences will include visits from writers, news discussion groups, visits into the locality, quality school trips, specialist school visits, competition entries and other experiences that present themselves.
- Be taught a progressive and robust programme of phonics, spelling, punctuation and grammar using Letters and Sounds, No Nonsense Spelling and No Nonsense Grammar. Grammar is linked closely to the texts that teach and inconsistencies are picked up as quickly as possible to identify children who have unique and individual needs. Support is given through a variety of targeted ways appropriate to the individual.

- Have opportunities to write in a variety of different contexts and genres and for a range of purposes and audiences, across all areas of the curriculum.
- Be given clear outcomes and individual writing targets based on thorough and frequent elicitations, assessments, conferencing, and prior learning outcomes. At the end of each sequence, children will conference with their teacher to review and collaborate in setting new targets.
- Follow a writing curriculum saturated with rich, challenging and targeted vocabulary across the curriculum, to develop and extend vocabulary on a daily basis. The Developing Vocabulary resources, as detailed in the Vocabulary Curriculum Statement, will form the basis of our work with vocabulary.
- Have constant access to an appropriate list of non- negotiable writing expectations that children refer to as they write, to sustain high standards and to securely embed previously taught skills.
- Learn compositional skills such as drafting and editing to facilitate high quality writing and help children to take responsibility for their writing.
- Be engaged in regular handwriting lessons that teach and reinforce correct letter formation, joins, pencil grip and seating position. Misconceptions and inconsistencies get addressed early and robustly to prevent poor habits forming. Our cursive script is based on Letterjoin and this is used as a resource to teach handwriting.

Early Years

In Early Years the continuous curriculum provides a wide variety of mark making opportunities. Mark making materials are always available alongside children's play to allow them to select and use equipment as the opportunities present themselves. Adults work with the children modelling and demonstrating how to use equipment to enhance their play and promote a reason to 'write'. This carefully matches the children's individual stage of their writing journey. Children engage in a variety of different experiences designed to promote discussion and writing opportunities such as: themed days, role play linked to texts and topics, problem solving, messy play, school trips, visitors from the community, visits into the immediate locality and beyond, special events, celebrations and so on. Children are encouraged to give meaning to mark making through discussion and modelling to establish an early understanding that writing conveys meaning and has a purpose, for example recording how you made a recipe in the Mud Kitchen so your friend can make it too.

Once children become ready, they are taught a pre cursive script starting with the patterns needed to form letters before moving onto the formation of letters and then joins. This starts with developing the movements and muscles needed for writing during continuous curriculum activities, for example mop swirling, malleable activities, large bubble waving or shaving foam patterns. Handwriting is promoted during small group sessions where they are taught the mechanics of pencil grip and letter formation based on a pre-cursive Letterjoin script.

Children are involved in daily phonics sessions, during which the writing of tricky words and the application of sounds when writing phonetically decodable words is taught. They are

given the tools appropriate for their stage of writing whether that be a pencil and paper or a larger implement to support developing grip.

Impact

Our community of children show they are inspired and motivated to write for many different purposes and for a variety of audiences. They write neatly, in a confident and self-assured manner, using a rich and varied vocabulary across the curriculum. They are developing the lifelong skill of writing that will give them confidence to rise to the challenges and opportunities they will face as they journey on from our schools.