



Writing Curriculum Statement

Intent

At Beechwood, we want our pupils to speak and write fluently so that they can communicate their ideas and emotions. We strive for high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. This is supported by developing pupils love of literature through widespread reading for enjoyment.

We aim to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The programmes of study for writing at key stages 1 and 2:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of

unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Implementation

Writing is taught in English lessons during each school day. Each year group's English content is organised into a range of fiction, non-fiction and poetry units, lasting typically 2-3 weeks each.

Beechwood's key pedagogical practices are used in lessons to accelerate progress and improve pupil outcomes. Our units are taught through the three phases of Imitate, Innovate and Independent Application:

Imitate	Innovate	Independent Application
<ul style="list-style-type: none"> • A hook to interest pupils. • Internalise model text/process • Read model as a reader to ensure comprehension • Read model as a writer: Box-up structure and analyse features • Co-construct toolkit and display • Drama and oracy 	<ul style="list-style-type: none"> • Teacher models innovation of language patterns • Pupils use supports of cloze procedure and given openers • Word and sentence games for application • Shared (whole class) writing • Short burst writing • Slow write 	<ul style="list-style-type: none"> • Dependence to Independence • End of unit writing task- Plan, draft, edit, publish • Application across the curriculum.

Grammar and punctuation skills are taught within our units, where pupils are given the opportunity to apply them within their current text type. Each group has a set of key skills to work towards over the course of the academic year. developed

New spellings are taught and tested each week. Each weekly set is balanced between a particular spelling pattern and also the National Curriculum's common exception words.

Handwriting is taught every week, where pupils have the opportunity to practice in specially lined handwriting books. All pupils across the school work towards using a *cursive looped* font in a neat and consistent style. Once successful, they will be presented with a pen license in assembly. All pupils will use a pen in Year 6.

Our pupils' are given regular opportunities to apply and develop their writing skills across the breadth of the curriculum, including opportunities to write for both purpose and pleasure.

Pupils receive regular verbal and written feedback, alongside opportunities to edit and improve their work, while independent end-of-unit pieces are teacher assessed against year group expectations. Assessment is used to track progress and inform both teacher and pupils of next steps.

School Vision

Explore, Discover, Achieve

Explore – We engage and inspire pupils through a wide variety of model texts types that show the powerful impact that effective writing can have. The children explore different purposes for their writing, such as to communicate ideas, entertain, spark real world change or share and evoke emotions and feelings.

Discover – Children equip themselves with the skills to write for a broad range of purposes and audiences. They discover new words, structures and styles and the impact that these can have on listeners and readers.

Achieve – Pupils harness their skills to publish written pieces that they can be proud of. Through their ability to communicate with clarity and achieve intended purposes our pupils are empowered to express themselves within any context.

Impact

Pupils are competent in both transcription and composition. In addition, pupils can plan, revise and evaluate their writing.

Pupils can write down ideas fluently with effective transcription: spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Their effective composition allows them to form, articulate and communicate ideas, and then organise them coherently for a reader. Their writing will show clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Our writers will also display fluent, legible and, eventually, speedy handwriting.

Curriculum Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Early Learning Goals: Speaking – Fine motor skills – Comprehension – Word reading – Writing – Being expressive					
Year 1	Talk for writing – Role play, sequencing, re-telling. Labelling Sentence Writing skills	P1: Firework Poetry Letter to Father Christmas.	Labelling and describing. NF: Fact Files	F: Stories: Nursery rhymes – reciting and performing. Talk for writing Story Maps Story writing.	Postcard/Letter Writing. Innovation – The Magic Paintbrush	P2: Summer Poetry Diary Entry/Descriptive writing.
Year 2	Order the events of the GFoL Toby and the Great Fire of London- Narrative Oracy- Reporter Newspaper report Samuel Pepys diary Vlad and the GFoL Bread Making Recipe Father Christmas Letter Make a xmas craft Instructions	The Scorpion and the frog fable The Hare and the tortoise fable Information text about Skye. Animal-information text Diary of a Killer Cat- Letter and diary Disgusting Sandwich- Instructions, narrative	Oracy- Park Ranger Big Five- Non chronological report African Folk Tale- Elephant and the Tortoise	Holiday recount Castle Non chron report Castle jobs-advert and persuasive letter Dragon description Dragon Missing poster	The Paper Bag Princess Smoothie Making persuasive writing	Order the events of the GFoL Toby and the Great Fire of London- Narrative Oracy- Reporter Newspaper report Samuel Pepys diary Vlad and the GFoL Bread Making Recipe Father Christmas Letter Make a xmas craft Instructions
Year 3	F1 – Adventure Story NF1: – Information Text P1: Poetry	NF2: Letter Writing NF3: Diary Entry F2: Imaginary story	F3: Information Text/Brochure NF4: Persuasive Letter	NF5: Stories from different cultures F4: Stories that raise an issue P2: Poetry	F5: Create a mythical creature P3: Greek Poetry NF6: Newspaper Report	NF7: Crime Report F6: Mystery and adventure story
Year 4	F1: Journeys. Locations and challenges. NF1: Instruction Text. Making Roman Shields and Smores.	F2: Stories with different settings NF2: Letter writing P1: Christmas Poetry	F3: Adventure story NF3: Diary writing	NF4: Information texts F4: Fantasy NF5: Persuasive writing	F5: Suspense NF6: Newspapers	NF7: Biographies F6: Scripts
Year 5	Narrative – Character profile and narrative based on character from Here We Are by Oliver Jeffers Poetry – Eco Porty linked to Blue Extinction by Sarisha Mehta Information Texts – Space Themed	Narrative – linked to Holes Persuasive speech/ Letter Letter to close Camp Green Lake.	Narrative * The Viewer by Shaun Tan & Clock Close-Portal story Instructional- Science Experiment Non-Chronological Report - Rivers	Diary Entry linked to Letters from Lighthouse Biography - Linked to Anne Frank	Narrative: The Arrival Recount: Linked to Lego Land Trip	Play script - linked to MacBeth Journalistic: Travel tourism report
Year 6	Year 6 writing statements. Cold write – High flying giraffes Narrative – Suspense writing (red scarf man) Journalistic – Newspaper article	Narrative – To write a Charlie and the chocolate factory chapter Biographical – Rosa Parks black history months focus	Narrative - Non-chronological report – Pandora’s planet Persuasive – World pollution	Narrative Diary (topic based) (in topic lessons) - Highway man	Narrative Letter Poetry – the dreadful Menace	Instructional Play script Transition work

	on the Kings accession	Final work to be published onto their website. Reading	(turtles) including debates and discussion			
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