



Writing Teaching and Learning Profile

Overarching English Curriculum Intention

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening, which will equip them with the fundamental tools to achieve success in school and beyond. It is our intention to immerse pupils in high quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our book-led curriculum.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language skills is of the utmost importance to us at Amberley and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate innovatively and effectively, preparing them for their future journey through education and beyond.

Our intentions:

- To ensure that every child becomes a reader, a writer and confident speaker by the time they leave Amberley Primary
- To promote and instil a love for reading, writing and high-quality literature into pupils at all ages
- To derive an English curriculum which is sequenced to develop the acquisition of knowledge and skills

Writing Curriculum Intention

At Amberley Primary, it is our intention to provide pupils with a high-quality education in English that will develop pupils' ability to speak, read and write with great fluency, master the mechanics of both reading and writing and develop a love and an interest in English so that they can communicate their thoughts, ideas and emotions effectively.

Writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our book-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of genres, planning, drafting and re-drafting their writing. In order to establish this, pupils will develop their knowledge of genre features, audience, language and effective composition. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

We intend that pupils learn how to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies. We intend that pupils will be taught to control their speaking and writing consciously and to use correct Standard English

Writing Curriculum Implementation

Our English curriculum is derived from a sequence of high quality, age-appropriate texts. The first step in any unit is to assess the children's prior knowledge and starting points through the completion of a 'cold write'. We then immerse children in a model text, encouraging a deeper understanding of the literary content, features and structures required in writing. During this immersive week, children will use a range of reading strategies and interactive activities to promote a secure knowledge and understanding of the text type. The next phase of teaching is the innovation stage, where teachers model writing in collaboration with the children in their class to demonstrate the processes of writing. Children then plan their independent piece of writing using the 'boxing up' method in the invention stage. This is used as a support tool when writing their independent piece, which has a clear context and purpose, before evaluating the effectiveness of their writing by editing and re-drafting.

Book-Led Curriculum Approach to Writing

At Amberley, we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. The English curriculum is taught by studying a range of high quality texts or extracts which cover a breadth of genres and provide strong cross-curricular links. Grammar, spelling and oracy are embedded within units of learning and correspond effectively with the genres being written as part of the writing process. Children are then supported in how to apply the grammatical content before progressing to plan, write and re-draft a written piece which is fit for purpose and audience. Across school, we also use a range of approaches to writing including Jane Considine's 'The Write Stuff', Talk for Writing and Read, Write, Perform by ICT Mr P, which are all centred around a focus text(s).

Mastery approach to writing

When planning our English curriculum, we have adopted a mastery approach to writing. Using this approach allows staff to build longer units of work, which focus on less elements of writing yet in more detail. Units of work are planned within a 'purpose of writing' in mind. The idea behind these 'four purposes of writing' is that rather than trying to teach children seven or more different 'genres' or 'text types' across the year it is better to focus on what those genres have in common and the purpose behind them. Thus, across school we have four **main** purposes of writing:

Amberley Mastery of Writing Long Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
Year 2	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
Year 3	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
Year 4	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
Year 5	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to INFORM	Writing to ENTERTAIN	Writing to DISCUSS
Year 6	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to INFORM	Writing to ENTERTAIN	Writing to DISCUSS

Amberley Mastery of Writing Medium Term Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1 topics	Where I live: My locality	Queens through the ages	The United Kingdom	Explorers	The Seashore	George Stephenson: A transport study
Year 1	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
Y2 topics	Medical Marvels	Worldwide Weather and Climate	Great Fires!	Continents and Oceans: exploring the globe	The First Flight	Contrasting locality: Islands
Year 2	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
Y3 topics	The United Kingdom: Counties and Cities	Stone Age	Active Earth	Romans	The Living Planet: Climate zones and Biomes	Ancient Egypt
Year 3	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
Y4 topics	Anglo Saxons and Scots	A South American Study	Vikings	Planet Earth: Averting a Global Crisis	Ancient Greece	Coasts
Year 4	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN
Y5 topics	Rivers of the UK and beyond	The Tudors and Stuarts	Mapping the World	Mayans	Comparing People and Places: UK, Europe and North/South America	The Industrial Revolution in Tyneside
Year 5	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to INFORM	Writing to ENTERTAIN	Writing to DISCUSS
Y6 topics	Shang Dynasty: Ancient China	Extreme Weather	World War II: The Impact on Tyneside	Mountains of the UK and beyond	World War II: The D-Day Landings (France Trip)	A Fieldwork Study of our Local Area
Year 6	Writing to INFORM	Writing to ENTERTAIN	Writing to PERSUADE	Writing to INFORM	Writing to ENTERTAIN	Writing to DISCUSS

Writing Curriculum Impact

Teaching and support staff use a wide range of formative assessment tools during the lesson to judge the impact that the teaching is having on children's learning. At the end of a 'hot write', marking ladders are used to identify curriculum objectives which have been met through an independent piece of writing. Examples of children meeting these objectives are highlighted in blue within their piece of writing. Editing takes place after a hot write to address spelling, vocabulary, punctuation and grammar misconceptions which may have arisen. Children are given time to reflect on these and edit/improve their writing using a purple polishing pen. To give further support where needed, children are then grouped based on their needs and attend interventions based on the aspects of writing they have found challenging. It is vital that measuring the impact of our teaching of writing closely informs our planning going forward, individualising our curriculum to meet the needs of all children.