



English Curriculum Statement

'Description begins in the writer's imagination but should finish in the reader's.'

Stephen King

'Most of the basic material a writer works with is acquired before the age of fifteen.'

Willa Cather

'Writing floats on a sea of talk.'

Mary Myatt

Writing

Through our writing curriculum, it is our vision that every child will become creative writers by being given exciting, inspiring and engaging materials and opportunities that challenge and support them. We want children to become confident, talented, enthusiastic writers, who develop a love for writing and language. They should be able to choose and use writing to communicate with others and express themselves; they should be able to write independently and for a range of purposes. Children will be able to: reflect upon and evaluate their writing; use vocabulary to create style; and convey meaning, as well as use what they read, to enhance what they write. We want children to deepen this knowledge of meaning and purpose within writing.

Intention

At Ivy Bank Primary School, we recognise that English skills underpin all curriculum elements and are essential life skills. Considering the fundamental importance of speaking, listening, reading, and writing in everyday life, we are dedicated to enabling our children to become successful, accomplished writers. We aim to foster an enjoyment of writing amongst our children, and a recognition of its value, through the provision of a sequenced, ambitious curriculum. We place the development of writing, directly linked to reading, at the very heart of the curriculum, and provide meaningful contexts and quality texts as the inspiration for writing. We want children to acquire a wide vocabulary, a secure understanding of grammar, and be able to spell new words by effectively applying the spelling patterns and rules they learn. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change.

Design

Our curriculum is designed to:

- Promote and foster an enjoyment for writing across different genres
- Enthuse and inspire pupils through the use of high quality texts and memorable experiences

- Model, teach and provide structured support for the strategies pupils use, which are then gradually reduced as pupils progress and are capable of completing activities independently
- Enable pupils to view themselves as writers and to write as a writer
- Challenge pupils by pitching lesson aspirations as high as possible
- Provide pupils with a number of strategies to support each component of the writing process
- Be rich and progressive: ensuring there is time to revisit, consolidate, and practise acquired skills to then utilise and develop them
- Ensure that teaching develops pupils' competence in transcription and composition
- Focus on writing for range of purposes, for a range of audiences and across a range of text types
- Provide pupils with extensive practice, supported by effective feedback, to develop fluent transcription skills
- Teach pupils through the process of key components: planning, drafting, sharing, evaluating, revising, editing and sharing.

Implementation

At Ivy Bank Primary School, teachers have the highest expectations for all children to achieve and enjoy the art of writing and to be able to use the skills they acquire in a range of context. Teachers explicitly teach the processes of writing using the Aspire Education Trust's approach to teaching writing (Enjoy, Explore, Practise, Apply) which provides a clear structure to assist children in the writing process and empowers children to develop the knowledge, skills and self-regulation strategies to enable them become successful independent writers.

Central to the effectiveness of writing is the consideration of purpose and audience. At Ivy Bank Primary School, children study the four main purposes for writing including: to persuade, to inform, to discuss and to entertain. In order to create a real purpose for writing and to inspire the children a hook, and create interest are used through the whole school. We recognise the importance of being able to adapt writing in accordance to the audience and so within all writing, children have a reason to write and someone to write for.

Within each unit of work, children engage in incidental writing opportunities that arise naturally through classroom activities, discussions, trips, visits and cross-curricular learning. These spontaneous moments allow children to apply their writing skills in meaningful and authentic contexts, reinforcing their understanding and fostering a genuine enjoyment for writing.

In order to promote independent writers, we aim for children to take increasing responsibility for selecting and using strategies. To achieve this, we use high-quality mentor texts and careful teacher modelling to teach writing strategies. Through the use of model texts, children analyse the purpose, structure and language features of the text type within each unit of work. This is then used to create a toolkit based on features that the children have identified. Throughout the writing process, the teaching of spelling, punctuation and grammar is taught in context and is explicitly modelled so that children understand why writers use specific techniques and make particular language choices in composition and teachers clearly model the seven components of writing composition (planning, drafting, sharing, evaluating, revising, editing and publishing). Throughout

the writing process, teachers explicitly model their thinking as they approach a task to reveal the reflections of an effective learner and enable children to develop their metacognitive skills.

Throughout this stage, children participate in shared writing which teachers use to actively assess the children's needs. Repeated modelling is then used to embed key skills that the children need to enable them to progress further. The long-term aim is for children to take increased ownership of their writing and to fade support. In the final stage of the process, children complete an independent write based on the text type that they have studied and developed.

Impact

We measure the effectiveness and impact of our English Writing, Grammar and Spelling curriculum in a variety of different ways. We use National and summative testing to assess pupils' outcomes for Grammar, Punctuation and Spelling as part of the Statutory Assessment Tests (SATs for Year 6 pupils) and through termly summative assessments across school which enables pupils' progress and attainment in the subject matter to be evaluated. Additionally, pupils complete writing assessments on a half termly basis, where written work is assessed to inform teachers of pupils' next steps and successes. The impact of the curriculum can be seen through pupils' national assessment results.

Additionally, pupils' writing is moderated within year groups and across the trust to check for consistency in marking and used as a reassuring process, to ensure that the judgments being made, against the teaching assessment framework are fair and consistent. The English Team will monitor that this occurs and support the staff in conducting this. Through lesson and pupils' book monitoring, it is evident that pupils are being well supported to acquire the necessary skills and subject knowledge in order to become established and confident writers and work monitored in books demonstrates that the curriculum is taught at an age appropriate standard across each year group, with additional opportunities planned for pupils to demonstrate their ability to work at a higher standard. Lesson observations demonstrate that learning is being broken down into smaller steps and modelling supports pupils in the writing process, ensuring that the subject - as a whole - is regularly being reviewed: learning is being embedded into pupils' long term memory.

The impact of our writing, grammar, spelling and punctuation curriculum can also be measured through the acquisition of pupil voice and talking to the children about their own learning. Pupil voice indicates that the children are enjoying their learning and can talk about the subject and curriculum opportunities.

Transcription

At Ivy Bank Primary School, we understand that effective transcription skills are essential to ensure automaticity in the writing process as this allows children to free up their working memory to enable them to focus on writing composition. Our aim is for children to have a fluent handwriting style alongside fast and accurate spelling of an extensive vocabulary. To achieve this, we provide a cohesive and progressive curriculum, ensuring children continuously build upon their prior learning and 'bridge back' to what they already know to help them to know more and remember more. We ensure that children are engaged and motivated, provide high quality practice, and provide effective feedback to enable children to self-monitor and self-correct their own mistakes.

Handwriting Aims

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Handwriting Implementation

At Ivy Bank Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

Handwriting in the Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary • correct sitting position and pencil grip for handwriting

Handwriting in Key Stage One

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- SPaG exercises

In Year 1, children learn how to correctly write capital letters, printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are introduced in preparation for year 2 when children start to join their handwriting.

In Year 2, children are introduced further to cursive letters and how to join them. They have regular practise in letter formation and joining their handwriting. Throughout Year 2, children are developing fluency and speed of their writing.

Handwriting in Lower Key Stage Two

In Year 3, children are using cursive style throughout their writing with increasing independence. This is taught through dictation, double letters, number vocabulary, palindromes, tongue twisters, onomatopoeia, simile and statutory spelling. Children are developing increasing legibility, consistency and quality of handwriting link to all areas of the curriculum.

In Year 4, handwriting practise is used to support other subjects in the curriculum and, at the same time, building fluency and consistency. This promotes meaningful links with other subjects. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum. Children will continue to build on producing fluent, consistent and legible handwriting through regular practice.

Handwriting in Upper Key Stage Two

More advanced handwriting techniques will be taught during two weekly lessons: • reinforcing cursive handwriting across the curriculum

- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

In Year 5, children continue to build on combining fluent handwriting with other subjects across the curriculum. Children have opportunities to develop stamina and skills to write at length, with accurate spelling and punctuation. Children are working towards producing consistently neat and well-presented handwriting in all areas of the curriculum. Children are developing producing cursive writing automatically, enabling a focus on the content of work rather than the process of writing.

In Year 6, children engage in a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging

dictation exercises refine children's revising and checking skills as well as boosting their handwriting speed, stamina and fluency. Children are working on adapting their handwriting for a range of tasks and purposes to create different effects, gaining clarity on what standard of handwriting is appropriate for a particular task.

Spelling Aims

All pupils should be able to confidently communicate their knowledge, ideas, and emotions through their writing. We want all pupils, regardless of ability, to develop a wide vocabulary, a solid understanding of grammar and be able to apply spelling rules to spell new words.

At Ivy Bank Primary School, we believe that good spelling is an essential skill that allows the children to communicate their understanding in all curriculum subjects. For pupils to develop into effective and confident writers, they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help. We want to foster a love of words, so children are inspired to always search for the best vocabulary choices to improve the quality of their writing. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators and help build their future. Below are the statutory National Curriculum lists of words your child will be expected to spell.

Spelling Implementation

In order to teach effective spelling, we ensure that all teaching staff have a clear understanding of the difficulties children face when learning to spell. Lessons are structured to ensure these barriers are addressed.

Phonological errors – not phonologically plausible e.g. frist for first

Orthographical errors - phonically plausible, but inaccurate e.g. gud for good

Morphological errors are due to lack of awareness of morphemes e.g. trapt for trapped.

We support children to develop a variety of spelling strategies – phonic and visual, to develop a sense of pattern and analogy making, and to steadily acquire a vocabulary of know words. Use of visual strategies include: look, say, cover, write, and check (Cox, 1990).

Spelling is taught through discrete sessions where particular aspects of spelling are actively discussed and investigated and through the writing process (from shared/modelled writing to independent writing) Where appropriate the teaching of spelling is related to the current content being taught in school where teachers encourage pupils to use new spellings in their writing.

Our approach to teaching spelling is structured around four key stages: diagnose, explicit teaching, practise and apply. This ensures that learning is tailored to each child's needs and builds on their existing knowledge of phonics and vocabulary. Teachers begin by identifying gaps in children's understanding of spelling patterns, word structures, and meanings. This diagnostic phases allows teaching to be targeted and responsive. Once gaps are identified, teachers explicitly teach spelling rules, morphological patterns and word meanings. This support children's

understanding how words are constructed and why certain patterns occur. Children engage in structured activities that reinforce the taught concepts. These include pyramid words, dictation, identifying patterns, draw around the room etc. Within explicit spelling teaching, children are encouraged to collaborate and reason, resulting in development of critical thinking, observation skills and meaningful discussion about words and language. Children then use their understanding in meaningful contexts—applying spelling knowledge in writing, reading, and discussion. They describe words, explain patterns, and explore meanings, deepening their understanding of how language works. Children are supported in not only spelling the word in isolation independently but using this spelling in context.

Transcription Impact

We measure the effectiveness and impact of our transcription curriculum—handwriting and spelling—through a range of formative and summative assessment strategies. Pupils' spelling is assessed regularly through discrete spelling sessions, dictation tasks and application within independent writing. This enables teachers to monitor progress against age-related expectations and identify gaps in understanding. Handwriting is monitored through pupils' written work across the curriculum, with a focus on fluency, legibility and consistency. The impact of our transcription curriculum is evident in pupils' ability to write with increasing speed and accuracy, allowing them to focus on content rather than the mechanics of writing.

Moderation of spelling and handwriting across year groups and within the trust ensures consistency in expectations and supports staff in making accurate judgments. The English Team monitors the implementation of transcription teaching and provides support to ensure high standards are maintained. Book looks and lesson observations demonstrate that pupils are being well supported to develop automaticity in spelling and handwriting, with learning broken down into manageable steps and reinforced through modelling and practice. Pupils' work shows that transcription skills are embedded and applied across subjects, with handwriting taught at an age-appropriate standard and spelling strategies used effectively to support vocabulary development and written accuracy.

The impact of our transcription curriculum is also reflected in pupil voice. Children are able to articulate the strategies they use to improve their spelling and handwriting and demonstrate pride in the presentation of their work. They understand the importance of transcription in supporting their ability to communicate ideas clearly and confidently. Pupils report enjoying the challenge of developing fluency and accuracy and recognise how these skills contribute to their success as writers.