Curriculum Rationale

ENGLISH - WRITING

INTENT

- Build strong foundations through Read Write Inc., developing secure phonics, spelling, handwriting and sentence construction.
- Develop confident, purposeful writers who communicate their ideas clearly for different audiences.
- Use high-quality texts through Pathways to Write to inspire writing, develop vocabulary and explore a range of genres.
- Teach writing skills progressively, building knowledge of composition, grammar, punctuation, spelling and handwriting.
- Give writing real purpose, providing meaningful opportunities to write across the curriculum and for different audiences.
- Develop independent writers who can plan, compose, reread, edit and improve their work.
- Remove barriers to writing, using scaffolding, adaptive teaching and technology while maintaining high expectations for all.
- Develop individual voices, encouraging children to write creatively, imaginatively and with confidence.
- Use technology to create and publish, enabling children to share their writing with wider, authentic audiences.

IMPLEMENTATION

- Rigorous early writing – Read Write Inc. provides a systematic approach to early writing, alongside plentiful opportunities for mark-making, drawing, letter formation and purposeful writing in EYFS.
- Consistent writing routines – Pathways to Write is followed with fidelity, creating a clear, progressive and familiar writing routine across school.
- High-quality models – Children explore rich texts and strong examples of writing so they understand 'what a good one looks like' and can apply these features to their own work.
- Comparative Judgement – No More Marking is used regularly to assess and moderate writing, identify strengths and next steps, and provide high-quality examples to support teaching and modelling.
- Writing across the curriculum – Children apply their skills in different subjects, writing for authentic purposes and using increasingly ambitious, subject-specific vocabulary.
- Technology removes barriers – Digital tools and accessibility features enable all children to capture, develop, edit and publish their ideas, supporting independence and inclusion.
- Fluent handwriting – 'Letter-join' provides a consistent, progressive approach to handwriting from EYFS onwards, developing accurate letter formation and, when developmentally appropriate, a fluent cursive script.
- Systematic spelling – 'Pathways to Spell' provides a structured and consistent approach to teaching spelling from Year 1 to Year 6, building knowledge of spelling patterns, rules and vocabulary.
- Writing for real audiences – Children have opportunities to create, present and publish writing digitally and in print, giving their writing purpose and allowing it to reach audiences beyond the classroom.
- Building vocabulary – Children are explicitly taught new and ambitious vocabulary and given repeated opportunities to use it confidently and accurately in the right contexts.

IMPACT

As a result of our writing curriculum:

- Children become confident, purposeful writers, able to write effectively for a range of audiences and purposes.
- Children use increasingly rich vocabulary, selecting and applying new words confidently and appropriately.
- Children apply spelling, grammar and punctuation accurately, drawing on skills taught progressively through Pathways to Write and Pathways to Spell.
- Children become independent writers, able to plan, compose, reread, edit and improve their work.
- Children develop fluent, legible handwriting through Letter-join, writing with increasing accuracy, stamina and pride.
- Children apply their writing across the curriculum, using subject-specific vocabulary and taking pride in creating and publishing high-quality work.

Curriculum Rationale

ENGLISH - WRITING

EYFS

In EYFS, writing develops through a rich combination of talk, play, reading, physical development and purposeful mark-making. In line with Development Matters, children are supported to build the communication, language and physical skills that provide the foundations for becoming confident writers.

- Oracy comes first – children are encouraged to talk, listen, explain ideas and develop sentences before being expected to write them.
- Stories inspire writing – children hear, retell and create stories orally, using role play, small-world play, puppets, rhymes and imaginative experiences.
- Vocabulary is deliberately developed through high-quality texts, conversations, songs, rhymes and first-hand experiences, with adults modelling and encouraging children to use new words.
- Mark-making is valued as an important stage of writing, with plentiful opportunities to draw, make marks, give meaning to their marks and write for real purposes throughout continuous provision.
- Physical skills are developed through fine and gross motor activities, supporting the strength, coordination and control needed for comfortable, effective handwriting.
- Early phonics and writing are closely connected, with children using their growing phonic knowledge to hear sounds, form letters, write words and begin to construct simple sentences.

KS1 & 2 Pathways to Write Texts

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1	LOST AND FOUND	NIBBLES THE BOOK MONSTER	THE LION INSIDE	THE CURIOUS CASE OF THE MISSING MAMMOTH	TOYS IN SPACE	GOLDILOCKS AND JUST THE ONE BEAR
Y2	TROLL SWAP	THE OWL WHO WAS AFRAID OF THE DARK	THE DRAGON MACHINE	MAJOR GLAD, MAJOR DIZZY	TIDY	GRANDAD'S SECRET GIANT
Y3	SEAL SURFER	WINTER'S CHILD	STONE AGE BOY	BIG BLUE WHALE	AMAZING RIVERS	ZERAFFA GIRAFFA
Y4	GORILLA	LEON AND THE PLACE BETWEEN	ESCAPE FROM POMPEII	AMAZING ISLANDS	WHERE THE FOREST MEETS THE SEA	BLUE JOHN
Y5	QUEEN OF THE FALLS	THE LOST HAPPY ENDINGS	ARTHUR AND THE GOLDEN ROPE	THE DARKEST DARK	THE BRILLIANT DEEP	RADIANT CHILD
Y6	KING KONG	THE PLACE FOR ME: STORIES ABOUT THE WINDRUSH GENERATION	SHACKLETON'S JOURNEY	THE DAY WAR CAME	PLASTIC PLANET: HOW PLASTIC CAME TO RULE THE WORLD	POETRY FOR KIDS: WILLIAM SHAKESPEARE

LINKS

DfE NATIONAL CURICULUM FOR ENGLISH

READ, WRITE INC **PATHWAYS TO WRITE** **LETTER-JOIN**

NO MORE MARKING

Curriculum Rationale

ENGLISH - WRITING

ASSESSMENT CRITERIA

- We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
- We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
- We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts. We encourage the children to 'CONNECT".
- Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, digital quizzes and content creation, sketch books, independent tasks, work in books, pupil chats in lessons.
- Children are encouragaed to share their voice, verbally or digitally on how they think they are doing and what they enjoy about learning this subject. This is collated by the subject leader.
- To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year in addition, they retain key knowledge from prior learning.
- At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree. and are able to make connections independently.
- Peer audits provide quality assurance, moderation of standards and training across trust schools.

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.