

Writing Curriculum at Tadley Community Primary School



Our Vision and Rationale

The Writing curriculum at the primary level is designed to inspire creativity, foster clarity, and build proficiency in written communication. It aims to equip students with the skills and confidence needed to express their ideas effectively, meet a range of writing purposes, and develop a lifelong appreciation for written expression.

Our Writing curriculum aims to inspire confident, capable, and creative writers who can express themselves effectively and appreciate the power of the written word in both academic and personal contexts.

National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style 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

To Develop Strong Writing Foundations

- Master essential skills in spelling, grammar, punctuation, and sentence structure.
- Understand and apply various writing conventions across different genres.
- Build a strong vocabulary to enrich their written expression.

To Communicate Effectively

- Write with clarity, coherence, and purpose for a range of audiences and contexts.
- Adapt their writing style and tone to suit different purposes, such as informing, persuading, narrating, or entertaining.
- Organize and present ideas logically, ensuring their writing is engaging and accessible.

To Foster Creativity and Imagination

- Use writing as a medium to explore and express original ideas and unique perspectives.
- Experiment with language and form to craft imaginative stories, poetry, and creative works.
- Feel inspired and confident to take creative risks in their writing.

To Encourage Critical Thinking and Reflection

- Plan, draft, revise, and edit their work, learning to improve and refine their writing.
- Develop critical thinking by analysing their own writing and the work of others.
- Use writing to explore, reflect on, and articulate their understanding of the world around them.

To Cultivate a Love for Writing

- Experience joy and satisfaction in expressing themselves through words.
- View writing as a powerful tool for self-expression, storytelling, and discovery.
- Build resilience and confidence in their abilities as writers.

To Prepare for Future Success






- Develop writing skills that are transferable to all areas of learning and future careers.
- Be able to articulate ideas clearly and persuasively in written communication.
- Approach writing tasks with independence, curiosity, and a problem-solving mindset.

In order to achieve our aims, and those of the National Curriculum, we have created our own bespoke English curriculum, which is built on the latest research in how children learn best in each of the aspects of English. Research comes from: DfE Reading Framework 2023; Ofsted Review Series: English; Educational Endowment Foundation reports and recommendations from recent educational books such as the 'Closing the Reading/Writing/Vocabulary Gap' books by Alex Quigley, 'The Writing Revolution' by Judith C.Hochman and Natalie Wexler and Jane Considine's, 'The Write Stuff.'

Key elements of our curriculum are provided in this document as an overview.

Writing:

An effective writer:

	Can compose writing for a variety of purposes	Can use a variety of grammar and authorial techniques for desired impact	Demonstrate an awareness of the reader	Writes coherently	Has neat, legible handwriting	Can spell accurately
Learning behaviours						
National Curriculum objectives:	<p>To ensure that all pupils:</p> <ul style="list-style-type: none"> ● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ● write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audience 					

At Tadley, we want all children to see themselves as writers and become skilled writers who can write in an engaging way for a range of purposes and audiences. To give children the best understanding of the writing process, we have adopted The Write Stuff approach designed by Writing Consultant, Jane Considine. Through this approach, children work in a collaborative way with their class and teacher to gather vocabulary to match the purpose of their writing and to carry out the process of 'Sentence Stacking'. This refers to the fact that sentences are stacked together chronologically and topically. Lessons are organised to engage children with short, intensive moments of learning that they can immediately apply to their own writing. They watch and listen to the teacher's modelling of how and why to use the gathered vocabulary in their sentences to generate the appropriate impact on their reader. The children work at sentence level and discover how these sentences can be stacked to create cohesive paragraphs. This style of teaching improves their knowledge of grammar and enables them to interweave different sentence types to have the desired impact within their writing.

Learning Journey

An example unit would consist of:

Hook lesson: Explore and bring the text to life	Grammar lesson: time adverbials	PP1 – Arthur Goes to Thor: set the scene <i>(fronted adverbials and commas)</i>	PP2 – Quest 1 <i>(forming a complex sentence that contains a fronted adverbial)</i>
Grammar focus: comparatives and superlatives	PP3 – Climbs the Tree <i>(Superlatives for the tree)</i>	PP4 – Fenrir <i>(Comparatives and superlatives)</i>	PP5 – The Trick and the Trap <i>(Revisit expanded noun phrases and verb choices)</i>
Planning Planning their own quest for Arthur to go on. Gather vocabulary	Writing 3 plot points	Writing Remaining plot points	Editing

An individual writing lesson is based on a sentence model that is broken into three learning chunks. Each learning chunk has three sections (this applies for both fiction and non-fiction):

1) Initiate section- a stimulus to capture the children’s imagination and to generate the vocabulary options required for the sentence.

2) Model section- the teacher models a sentence that outlines clear writing features, grammar and techniques.

3) Enable section- the children write their own sentences, using the vocabulary that they have gathered and the modelling process as a guide.

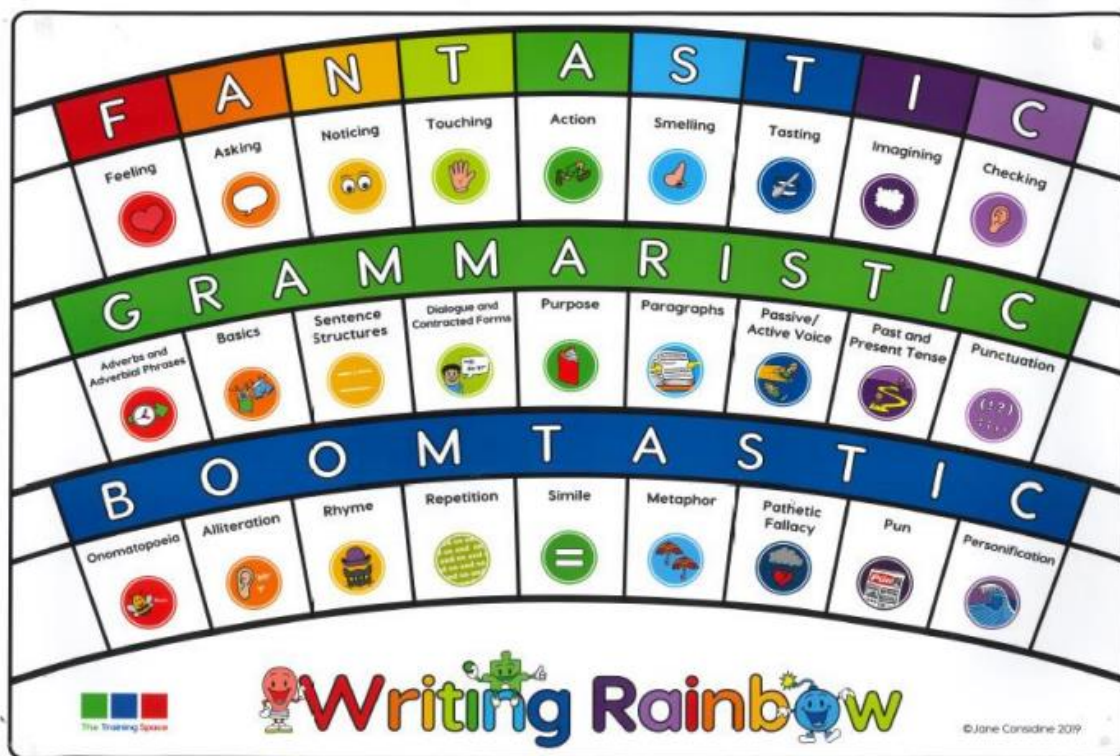
Children are challenged to ‘deepen the moment’ which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

The Write Stuff uses three essential components to support children in becoming great writers: The three zones of writing:

Ideas- **The FANTASTICs** uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.

Tools- **The GRAMMARISTICs** are the grammar rules of the English language and help us to target specific grammatical and linguistic structures to secure children’s understanding of grammar.

Techniques- **The BOOMTASTICs** which help children to capture nine ways of adding drama and poetic devices to their writing.



By using sentence stacking lessons and experience (hook) days (to excite children about the writing process or purpose), children learn the craft of writing for a given purpose and about the choices that we make as writers. At the end of each unit, children plan and complete related independent writing to put the skills that they have learnt into practice. To see more information on the texts that we cover see our yearly

overview document. This is a document that is regularly updated as we change our curriculum to match the needs of our learners. The progression document gives an overview of the grammar, punctuation and organisation aspects of writing based on National Curriculum requirements.

Grammar

Children are taught grammar skills explicitly through our curriculum, with a focus on national curriculum expectations for each year group and the needs of the children through ongoing formative assessment. Throughout each unit of work there are two or three lessons of grammar teaching with further opportunities for children to apply these skills throughout each unit of work and in subsequent units. To aid grammar understanding and revision of grammatical topics the children have been taught, children will revisit and retrieve previous learning in a 'Groovy Grammar' session at the beginning of each Writing lesson. These are short, 10-minute, sessions. It enables children to practise grammar skills that they have been taught in previous year groups as well as the grammar within the year. This allows them the opportunity for overlearning and helps to keep it fresh in their minds. It also provides teachers with opportunities to assess prior knowledge and understanding and provide additional teaching where needed.

As part of our grammar teaching, we use a pictorial representation of key sentence types to support children's understanding of the key components. These are referred to often and revisited across the school.

Sentence patterns

