

SUBJECT = WRITING

INTENT

Writing is an integral part of our curriculum at Dudley Infant Academy. All of our children, irrespective of backgrounds or abilities, are provided with many exciting opportunities to develop and apply their writing skills across the curriculum. Our aim is to equip children with the skills needed to be able to orally rehearse, plan, compose, revise and evaluate their writing. We want our children to develop into confident, able writers who see the value of, and find pleasure in, the writing process. We have high expectations for all pupils within our school and endeavour to ensure that all children make good progress in their writing from their starting points.

Our bespoke writing curriculum at Dudley Infant Academy supports children on their journey to becoming independent writers and encourages engagement with high quality texts which stimulates interest and builds enthusiasm for writing. Teachers carefully select texts to ensure engagement, coverage and outcomes. Our key texts include classics, celebrated and significant authors, novellas, picture books, wordless texts, narrative poems and narrative non fiction. We choose books that include characters and authors from a range of cultures and backgrounds.

Our planning follows a cohesive sequence so that learning makes sense and builds on prior skills and knowledge. Children explore a variety of shorter and longer writing opportunities that are purposeful and pertinent to the text being studied. They are taught to write in role, with bias and for a specific audience. Children will revisit key objectives and skills within different texts and contexts, building understanding over time with frequent opportunities to apply their learning across varied writing opportunities.

Learning to write with confidence and for a range of purposes and audiences ensures that children leave Dudley Infant Academy prepared for the next stage of their education.

IMPLEMENTATION

All children are provided with quality first teaching and are supported in accessing the full curriculum. We have an engaging and stimulating learning environment that demonstrates the pride we have in our school community and children's work. Daily teaching and learning is rooted in high quality texts, outcomes, first-hand experiences and the use of hooks that will inspire awe and wonder in children. An emphasis on spoken English and oracy is evident within all writing units with children preparing for all stages of their writing journey with high quality discussions and the sharing of ideas.

Our curriculum is organised in a progressive way, ensuring the objectives for EYFS and National Curriculum 2014 are covered throughout the year. Writing is taught daily and there are structured opportunities for writing in EYFS. Each class studies a different high quality text, lasting from three weeks to a half term depending on text type, length and year group. Long, medium and short term planning along with the use of progression of skills maps, ensure that children are exposed to different purposes for writing and that a variety of genres are taught and built upon both throughout the year and throughout their school experience.

To ensure children develop a love of writing and the skills needed to be an effective writer we:

- immerse children in high-quality texts and encourage each child to think of themselves as authors
- teach writing through a range of exciting stimuli including film clips, artefacts, visitors and meaningful real-life and first-hand experiences which we hope will excite the children and want them to write
- model the writing process daily to support children's writing and make expectations clear
- ensure children write for a real purpose and reason
- provide children with opportunities to develop a rich vocabulary to bring their own writing to life
- teach spelling, punctuation, grammar and phonics explicitly and apply them to texts

- encourage children use and apply their phonic knowledge in their writing
- teach the children how to proof-read and check their writing makes sense and then, in Year 2, how to make revisions and additions so they can improve their writing
- use a rigorous, sequential approach to teaching handwriting
- ensure children who have gaps in their knowledge receive appropriate support and intervention

IMPACT

The children at Dudley Infant Academy are enthusiastic writers who enjoy demonstrating their writing skills. They are inspired and motivated to write through an effectively planned and engaging curriculum. Well taught lessons with appropriate and ongoing supportive feedback for each child can be seen in the progress that children make in their books.

Presentation is valued and is of a high standard. At the end of each year we expect the children to have achieved Age Related Expectations for their year group. Some children will have progressed further and achieved greater depth. To achieve this we will have developed writers who:

- Enjoy writing and are exposed to a broad range of texts and writing purposes.
- Become confident writers and have the ability to plan, draft and edit their own work.
- Have the knowledge and skills to be able to write successfully for a purpose and audience.
- Are able to use a good range of vocabulary that they are able to apply in their writing.
- Have a solid foundation in spelling and have a range of strategies to support the continual learning of their spelling.
- Are able to identify, use and apply grammatical features in their writing effectively across the curriculum.