



Writing Curriculum Intent and Implementation

Writing Intent

At Bandon Hill, we dare to dream. Our mission is to encourage resilient, inquisitive, ambitious and motivated pupils and we aim to inspire passion and persistence in our children by sharing expertise from quality teaching and expert writers. Our texts are deliberately chosen to foster a genuine love of language and the written word and inspire pupils to grow into articulate, effective and imaginative communicators.

Our intentions in writing are for children to:

- **Dare** children to challenge themselves and write for different purposes
- Encourage **resilience** and independence in writing
- Stimulate creativity and inquisitiveness through **enquiry** and exploration
- Empower children to be **ambitious** and take ownership of their learning
- Nurture a passion for writing and communication
- **Motivate** children to independently organise and plan their own written work

Implementation

There is a focus from the outset to ensure the basics are learnt effectively. We focus on accuracy and a mastery approach. This means that children have knowledge and skills of transcription and spelling (how they write) alongside composition (what they write) by the end of Key Stage One. To develop the effectiveness of their writing, these skills are then developed in Key Stage Two, as children are taught to make choices in their writing to match the purposes they write for across an increasing range of genres.

At Bandon Hill, we teach the National Curriculum as a minimum entitlement.

EYFS – Daily phonics build up children’s phonetic knowledge through the Little Wandle programme. Literacy/English sessions grow children’s transcription skills from early mark making, through letter formation, CVC word writing and into labelling and sentence writing. Pupils’ composition skills are developed through listening to and engaging with a repertoire of traditional tales and contemporary stories with characters and events which can become internalised as background knowledge. Poetry and songs are used systematically to develop children’s knowledge of rhyme and rhythm of English language and to develop a love of language.

Year 1 – Little Wandle phonics continues. In writing lessons, pupils are taught both narrative and non-fiction in units to ensure the skills of word building and sentence building are secure. Pupils learn to think of their sentence, hold it in their heads and use their phonics to help them write it down.

Years 2 – 6 - We teach through a weekly or fortnightly teaching cycle from Year 2 up through KS2. The cycle takes a cognitive approach to the writing process where children are taught:



- to recognise key features of particular genres of writing which meet specific purposes, including the structure of a text
- to investigate the language and grammatical choices made by an expert author
- to plan writing using what they have learnt about the writing process so far and to include ideas they want to communicate
- to draft their ideas, using the features learnt, exploring grammatical choices with a reader in mind
- to revise their writing, both as they go and after completing a draft to ensure it achieves the purpose intended
- to edit their work for accuracy

Writing starts from a **quality text** so that our pupils are learning from expert writers, which provide rich examples of vocabulary, cultural capital, language structures and text organisation. Texts are chosen to link the writing curriculum with the overall curriculum theme for the term. This allows children to deepen their subject knowledge whilst also developing their knowledge of written communication and their skill in choosing grammar and vocabulary for a purpose.

We teach four **purposes for writing** and children learn different **genres and text types** within each purpose, experiencing the full range in their time at Bandon Hill. Genres are revisited across the year with a different grammar choice or sentence structure emphasised in each iteration. The knowledge builds sequentially with frequent and regular opportunities to revisit, recall from memory and extend schema about how to write well. This way, pupils can make links with previous learning and apply their knowledge in light of new experiences and through a range of contexts.