

# Writing at Grange Primary Academy

## Writing Curriculum Drivers

As a result of the children being taught the Grange writing journey, our children will be:

### **A Resilient Learner**

As a resilient writer, children will know their strengths and be able to set realistic goals. They will accept feedback and deal positively with praise as well as setbacks using these to develop moving forward. They will keep trying and not give up - determined to learn the knowledge that they need to achieve their writing potential.

### **An Independent Enquirer**

As an independent enquirer, children will ask the questions that matter and deepen their understanding of concepts and definitions. They will be eager to learn and be confident to ask for information. Children will question the reasons behind the grammar and vocabulary that they use and begin to discuss the effect that it has on the reader. They will draft, plan and edit their work whilst drawing conclusions and making well-reasoned decisions about their work. They will learn through talking, practise and consolidating.

### **An Articulate Collaborator**

Children will be effective communicators. They will be able to work confidently with others, using language to explain, negotiate and debate. Pupils will express their understanding and share ideas and learning in a range of ways, using technical and challenging vocabulary. Using drama along with performance poetry they will become more confident in performing to their peers.

### **An Ambitious Individual**

Children will work hard to challenge themselves by using new vocabulary and newly acquired skills whilst fine tuning revisited learning. They will be motivated by success and driven by being the best version of themselves as an author. They will take pride in producing and publishing work of high quality, for a variety of given real-life audiences giving them the reason to be ambitious in their written work.

### **A Considerate Participator**

Children will value diversity and celebrate our rich heritage and culture through the texts shared and their published work. They will recognise that other people have different beliefs and attitudes and engage actively with issues that affect them and those around them. They will share ideas and experiences and listen to those of others whilst learning and celebrating together. They will be given opportunities to work collaboratively and to peer assess each other's work.

## Deepening Concepts

Substantive writing concepts are deepened such as:

**Spoken Language**  
**Handwriting**  
**Writing- transcription**  
**Writing Composition**  
**Vocabulary, Grammar & Punctuation**

## Sequencing of Content

The Grange Primary Academy writing overview ensures that pre-requisite knowledge is considered and linked to new learning.

A range of genres are taught across phases, giving opportunity to refine understanding of the written language and its intended audience.

## Intent

- For pupils turns their imagination into words that have an effect on the reader.
- Having the opportunity to 'play with word' through poetry
- Their published work being appreciated by real audiences.
- Developing lifelong writing skills across the curriculum whilst developing a love of putting their own words on paper.

## Purpose

Each unit of work is purposeful and works towards a known audience (and tone depending on age of the child). This ensures all children understand that their learning has a real-life purpose.

## Impact

Through the explicit teaching, pupils and teachers assess their learning throughout the lesson. They can reflect at the end of the lesson on their knowledge and understanding as well as revisiting their work and editing it to improve it further.

## Retrieval Practice

Children take part in regular retrieval activities to strengthen their grammatical and vocabulary memory including gamification activities.

Learning journeys are consistent throughout the school so that learning can be retrieved and applied in each unit.

Remembering information and knowledge is celebrated and is part of the Grange culture.

## Deepening Concepts

The curriculum is broken into five core strands: Spoken Language, Handwriting, Writing- transcription, Writing Composition, Vocabulary, Grammar & Punctuation.

### British Values

At Grange Primary Academy we understand the importance of promoting the fundamental British Values that are recognised around the world. It is our aim as a school to address these values wherever possible in the curriculum, including within our writing lessons.

#### Democracy

- Writing and presenting balanced arguments.
- Group work and enquiry, sharing ideas and listening to others
- Actively modelling democratic processes such as forms of voting and freedom of speech

#### The Rule of Law

- In writing and speaking and listening, showing respect to others – agreed conventions within the class such as ‘turn taking’ etc.
- Texts used actively promote respect and fairness

#### Individual Liberty

- Writing balanced arguments, providing their own opinions within letters and diary entries.
- Writing speeches across the curriculum and providing their own ideas on subjects.
- Encouraged to select own reading materials.

#### Mutual Respect & Acceptance of those of Different Faiths and Beliefs

- Argument and debate
- Texts chosen as a stimulus to explore different faiths and belief systems and which challenge stereotypes

### Cultural Capital

Cultural Capital is the accumulation of knowledge and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a child will draw upon to be successful in society, throughout their educational journey and eventually their career and world of work. At Grange Primary we enhance children’s experiences and learning by utilising different opportunities in our writing curriculum, across the whole curriculum and around school.

We provide engaging writing lessons (including unit hook lessons) for every child in which we include a variety of experiences to develop their skills to prepare them for the real world. We aim to foster children’s curiosity and fascination with writing so that this thirst for knowledge remains with them for the rest of their lives.

We give children as many opportunities to experience, explore and write a wide variety of texts in order for them to become informed and thoughtful authors and readers.

Children are given the opportunity to write for many different audiences and purposes.

### SMSC

Our writing lessons help to promote and foster SMSC through a variety of different ways.

#### Spiritual

- Opportunities for the awe and wonder in stories To inspire learners to write their own.
- Active learning, collaborative learning, peer and self-assessment involve pupils in the learning process throughout.
- The chance to reflect on stories, opinions, films, poetry etc.
- Learners bring their own spiritual experiences to the classroom.
- Purpose for writing – explore current affairs to approach new issues and raise questions.

#### Moral

- When considering different scenarios and points of view through drama, role play, stories and pictures and in their own writing, we encourage them to consider the consequences of different actions and explain why choices may be right or wrong.
- Using stories to discuss and debate moral issues. Debating/writing about ethical issues i.e., The Boy at the Back of the Classroom, The Arrival, Kick, Highway Rat.

#### Social

- Learners are given opportunities to work collaboratively both within their own and across year groups.
- Working with stakeholders – Governors, parent participation etc.
- Working with visitors to school.
- Working with different teachers/TAs
- Writing to different audiences to express opinions/concerns i.e., writing to MPs

Writing is an integral part of modern daily life; whenever possible, we find it important to immerse the children in these values which are important to our identity.

Children can do this through learning about different cultures and to discuss the similarities and differences between them and our own. The children are able to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.

### Cultural

- Choice of stimulus/hook to promote opportunities to explore different religious, ethnic and socio-economic issues.
- Exploring origins of words and grammatical conventions.
- Texts are chosen to promote understanding of different cultures and to challenge stereotypes and to enhance understanding of our world.

### Impact

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing journey being established and taught across the school, children are becoming more confident writers and have the ability to plan, draft and edit their own work. Through the development of their writing skills, children are able to write for different purposes and audiences allowing them to write for a real-life context.

By the end of key stage 2, children will have developed an individual writer's craft, they will enjoy sustained writing and can manipulate language, grammar and punctuation to create the desired effect.

As all aspects of writing are an integral part of the curriculum, cross curricular writing standards will also improve and skills taught in the English lesson are seen to be transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

In addition and very importantly, children enjoy talking about their writing – about its construction, purpose and effect on the reader. They are confident to share their writing with staff, children and parents alike and all are complimentary about the stamina and standard of writing throughout the school. They are in effect proud authors.