



Writing



Aims

The national curriculum for English writing aims to ensure that all pupils:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and 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 others and participating in debate.

Intent

Writing is integral to our curriculum at Maltese Road. We are committed to encouraging children to develop an enjoyment for writing. At Maltese Road, we believe that it is very important for pupils to develop an understanding of how writing interlinks with reading: we want children to write to engage a reader, whether it may be entertaining, informing or persuading a reader. We aim to develop independent writers, who are aware of the process of writing, including writing a first draft, proofreading, editing and improving this draft, before finally publishing writing. We intend for children to develop a good knowledge of grammatical concepts, in order to apply these naturally in their writing. Alongside this more mechanical aspect of writing, we wish to encourage children to develop their own, unique style of writing.

Implementation

The curriculum at Maltese Road is designed to ensure that children build a strong knowledge of grammar, spelling and punctuation, in order to develop their writing. Each year group has a number of objectives to cover each year; these objectives are cumulative across year groups, ensuring that children have the foundations that allow them to progress through each year. Each class covers one narrative and one non-fiction writing unit each half of a term, including poetry units in longer terms, in order to expose children to a wide range of text types, and to enable them to write for a

range of purposes. Each writing unit follows a sequence. Firstly, children complete a cold task, in order to assess their understanding of a text type. Following this, children work with a model text to get to know and understand the text type: this might include whole class reading, boxing texts up and identifying key features. Children then plan their own writing, based on the class text. When children begin writing their text, children are given particular grammatical targets and key features to try to include in their writing. Children write one paragraph per lesson, focusing on quality of writing, rather than quantity. Pupils are encouraged to proofread and improve their writing at the end of each lesson, using purple pen to show any changes made. Finally, children publish their work for others in the class to read, before completing a hot task to celebrate their progress over the sequence of learning, and to indicate next steps.

Impact

Children at Maltese Road are confident writers, who are able to use their writing skills to develop and express their knowledge across the curriculum. Our cumulative approach to grammar teaching ensures that all children build on their previous learning to develop a strong understanding of important grammatical concepts, subsequently supporting the development of their writing.