

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# INTENT AND SEQUENCING

Curriculum



## Writing at MCPA

Here at MCPA, we write to inform, discuss, entertain and persuade.

**Intent** - At MCPA, we believe that writing should inspire and excite children to develop a lifelong, enthusiastic attitude towards writing.

Our curriculum aims to encourage children, as authors, to use their creativity to explore different characters, perspectives, scenarios and experiences, and write from these across a range of purposes and writing styles. Along with this, children can draw from their own experiences and emotions and incorporate this throughout their work.

We aim to give children the best opportunities to build on their capacity and confidence in writing and a chance to apply their key knowledge and vocabulary. We are determined to provide all pupils with a supportive writing curriculum that allows them to confidently become editors and allow learners to meet their full potential.

At MCPA, English lessons actively promote discussion and encourage children to elaborate on their ideas and compose these into their writing.

### **Implementation –**

In Nursery, the teaching of writing begins with a strong emphasis on physical development, as children work on building both their gross and fine motor skills. Activities such as climbing, painting, threading and using playdough help to strengthen the muscles needed for mark-making and early writing. Alongside this, oracy plays a central role - children are encouraged to talk, share ideas and develop their vocabulary through songs, stories and conversations. This spoken language foundation supports their understanding of meaning and communication. Opportunities to write are spread throughout all areas of provision. As the year progresses, children access RWI phonics and begin to recognise letters, often starting with those in their own names, and, by the end of nursery, most are able to write their name independently.

In Reception, writing continues to build on strong foundations of talk and development of gross and fine motor skills. Children are encouraged to engage in lots of conversation, using language to express their ideas before putting them onto paper. Again, writing opportunities are throughout all areas of provision. Children begin to add meaning to their mark-making, gradually learning to begin forming letters correctly and writing initial sounds. As their phonics knowledge develops, they progress to writing simple two and three letter words. Over time, they begin to understand that these words can be combined to make a sentence, and they learn to write from left to right, leaving spaces between words. By the end of Reception, most children are able to write two simple sentences, applying their knowledge of set 1 and 2 sounds from the Read Write Inc phonics programme with growing independence and confidence.

In years 1-6, we follow the National Curriculum to ensure that there is clear progression throughout the whole school. Our English curriculum is designed around challenging texts. We cover a range of fiction, non-fiction and poetry.

Writing is taught in a clear sequence per year group, to allow progress. It is taught in five stages:

Phase 1 - hook and predict

Phase 2 - reading response and reading analysis

Phase 3 - practise key skills - ideas and vocabulary (apply knowledge, experiment and evaluate)

Phase 4 - plan, draft and edit

Phase 5 - publish final piece

For each unit of work, children are given a RAFT (Reason, Audience, Features and Tone). This ensures they have an understanding of the grammatical skills that best apply to each piece of writing and are clear about the audience and tone they need to write in. Children are also clear about the purpose of writing.

### Grammar

Grammatical concepts are introduced to the children through the texts studied. Teachers plan to teach the full vocabulary, grammar and punctuation content from the National Curriculum, selecting which concepts are best suited to each given writing purpose.

Lessons, or parts of lessons, may then be devoted to consolidating the understanding of the grammatical principle in question.

Grammatical concepts will then appear as success criteria in writing lessons, and as such will be explicitly referenced/ exemplified during modelled writing.

### Spelling

Spellings are taught daily in KS1 and 2. The spelling of common exception words is taught through the phonics sessions in KS1. Once children have completed the Read Write Inc phonics scheme, they progress onto the Read Write Inc spelling scheme. This further builds on the phonics that they have been taught as well as the spelling rules they need to learn based on the national curriculum. In KS2 the children will do some additional work (to the Read Write Inc spelling scheme) on the common exception words for their year group.

### Handwriting

Children in Nursery and Reception begin by working on their physical development, developing their gross and fine motor skills. They learn to print: short letters, tall letters, hanging letters, capital letters and then finally numbers. Children are taught to hold a pencil correctly and

will use a pencil grip to support them with this. Teachers informally assess to see which children are left handed and will provide the support needed, e.g. a pencil grip to help a child to hold their pencil in the correct place, tilting the paper they are writing on clockwise so that they have a clear view of what they are writing and giving them enough space - This might mean placing them further away from right-handed children or on the left side to avoid hitting elbows.

The school has purchased a handwriting font (Letter join), which is installed on all laptops. This font is used when creating resources for the children, so they are familiar with the school handwriting style. Each classroom also has a handwriting poster and handwriting prompts to show children how to form letters correctly.

The handwriting of all adults in the school should reflect the high expectations that we have of our children.

We use the Letter Join handwriting scheme.

EYFS and Yr 1 - short handwriting lessons on a daily basis (5-10 mins)

Yr 2 & 3 - 3 weekly sessions (15 minutes)

Yr 4, 5 & 6 - 2 weekly sessions (20 mins)

By year 4, the expectation is that most children are writing in blue pen and are using cursive writing. In order to promote fluency, children take part in dictation activities.

### Assessment

In Reception and Year 1, writing and mark making is assessed using teacher judgements through questioning, observing and marking. Spelling and phonic knowledge in these year groups is assessed at termly intervals.

In Years 2-6, writing is assessed using teacher judgement through marking at termly intervals and is cross referenced with attainment grids. In addition to teacher judgements, grammar and spelling are assessed formally using written tests. The tests include questions based on previous learning within that key stage, rather than only the content that has been taught. We also teach children the skills needed to take a test.

### Research

Roshenshine's principles of learning

EEF - Improving communication, language and literacy in the early years

### Intended Impact

- Children will have a love of writing
- Children are enthusiastic, independent and reflective writers across a wide range of purposes
- Pupils in all abilities will be able to succeed in all writing lessons and can participate within group discussions
- We strive for the best possible outcomes and progress in writing for our children
- Pupils will have good knowledge of punctuation and grammar
- Children's writing is engaging and purposeful for the intended audience
- All pupils are exposed to high-quality modelled writing and begin to utilise a wider vocabulary
- Children show an improvement in their oracy skills