




Barnfields Primary School: Writing Curriculum

Subject Leader Curriculum Intent, Implementation and Impact Overview					
Subject Quest: <i>To communicate with others, to stimulate interest or action from the reader.</i>					
The Six Core Concepts at Barnfields					
Sentence Stacking	Modelling	Vocabulary	Spelling	Grammar	Audience and Purpose
Intent	Supporting Research		Implementation		Impact
<p><i>At Barnfields Primary School it is our intention to excite, engage and inspire our pupils by teaching an English curriculum that allows them to acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists, preparing them for their future journey through education and beyond.</i></p>	<p style="text-align: center;">Literacy First</p> <p>In January 2020, Literacy First delivered training to the whole staff as our first step towards a new writing curriculum. From this training, we implemented a more creative ‘book-led’ approach to writing.</p> <p style="text-align: center;">UK Literacy Association</p> <p>‘Creative Planning with Whole Texts’ tell us that a literature-based approach to writing will excite learners, support teachers with the pedagogy and support an English curriculum with literature at its heart.</p> <p style="text-align: center;">Education Endowment Foundation</p> <p>‘Improving Literacy in KS2’ indicates that there is extensive research into teaching writing composition strategies through modelling and supportive practice.</p>		<p>At Barnfields Primary School, we follow the National Curriculum. Lessons are planned from age-appropriate, engaging texts which focus on the child being the author of their own writing. A range of genres are experienced by children over their time at Barnfields, including fiction, non-fiction and poetry.</p> <p>Children are taught to write through a series of lessons which include developing powerful vocabulary and sentence stacking. With modelling at the heart of them, the sentence stacking lessons are broken into bite-sized chunks and taught under the structural framework of The Writing Rainbow.</p> <p>Teachers prepare children for writing through a shared process which begins with gathering and developing powerful vocabulary, focused on the success criteria for the lesson. Once children are equipped with a wealth of vocabulary choices, the teacher then demonstrates the thoughts and actions that go into creating a text using their ‘writing brain’. During this modelling stage of the lesson, the teacher is explicit about how they present their ideas in an interesting, grammatically accurate way whilst the children have the opportunity to observe a proficient writer at work. Children then apply their learning directly into their own writing.</p>		<p>Children are excited about writing and engaged in lessons</p> <p>Children are exposed to ambitious vocabulary and apply this in their writing.</p> <p>Children continually build on their skills for writing.</p> <p>Children achieve age-related expectation.</p>
<p><i>We believe that writing is strengthened by fostering a love of reading and language within our pupils, immersing them in the</i></p>	<p style="text-align: center;">The Write Stuff – Jane Considine</p>		<p>Texts are carefully selected based on the genre of writing that is being taught, their link to the topic and to ensure a diverse range of writing styles. Children learn from the writing experts. Our texts are detailed on our curriculum outline.</p>		<p>Children enjoy widening their vocabulary and are curious about words.</p>

Subject Quests/Core Concepts:

At Barnfields Primary School, we understand that all subjects seek to do something – or rather the people engaging in them are seeking to do something, either collectively or individually. Once we understand the intended nature of each subject, we can then consider at greater length the knowledge that is to be imparted. These ‘quests’ and ‘Core Concepts at Barnfields’ enable us to engage in informed discussions and decisions around curriculum planning and teaching in the classroom.



<p>wonders of high quality texts, developing a passion for discovery and a confidence to explore their imagination through our literature-led curriculum.</p>	<p>Rooted in research, Jane Considine's approach to writing 'The Write Stuff' explains that a clear structure of initiate, model and apply is the key to successful writing. This approach places the teacher, and their modelling of effective sentences, as the main component in teaching children to write.</p>	<p>When learning about fictional writing, children follow key characters through plot points and consider the positivity or negativity of their journey. Plot points are revealed slowly, lesson-by-lesson, to make up our sequence of sentence stacking lessons. For non-fiction and poetry writing, children put the reader at the heart of their writing journey but the lessons essentially follow the same structure. Every sentence stacking lesson allows children to explore ambitious vocabulary, observe their teacher model their 'writing brain' and apply skills appropriately in their writing.</p> <p>As a class, a 'sentence stack' is built up and prominently displayed in the classroom during the unit. Primarily, the sentence stack creates a whole class model over the sequence of lessons which provides children with a quality example of accurate writing. A further benefit is that children feel a sense of pride and achievement as their sentences are selected for the display and celebrated.</p>	<p>Children write imaginatively, strengthened by a love of reading.</p> <p>Children are proud of their writing.</p>
<p>Children continually build on their skills and knowledge to enable them to express themselves and communicate effectively for a variety of purposes. Reflecting on their own and others' writing, our children become confident, capable and resilient; demonstrating an enjoyment for writing.</p>		<p>We have a clear progression of spelling expectations in line with the National Curriculum. In EYFS and KS1, spelling is taught to children as part of their daily phonics lesson where they apply graphemes learnt in addition to common exception words. When children move to KS2, discrete weekly spelling lessons allow children to discover rules and learn spelling patterns. Whilst children have the opportunity to practise these daily at school, it is expected that children learn these at home too. Children complete a weekly spelling test based on the spelling rules or common exception words that they have been taught that week. Children are encouraged to use a range of spelling strategies in lesson such as phonics, word mats, displays or dictionaries.</p> <p>Using the Writing Rainbow, children are taught the ideas, grammar and techniques for writing, in context. Progression grids are used to inform planning to ensure that knowledge and skills are built upon year-on-year. At the end of each sequence of sentence stacking lessons, children apply their learning in an</p>	<p>Children make good progress in writing.</p> <p>Children write successfully for a range of purposes.</p> <p>Children are willing to 'take a risk' with their writing.</p>

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		<p>independent piece of writing where they plan, write and then edit their work. The editing process allows children to reflect on their writing and consider how they can improve it. Children are taught to ‘interrogate’ their writing ensuring that they correct spelling and punctuation errors, re-write sentences to improve clarity or add interest and they also have the opportunity to add further detail.</p> <p>From the children’s independent writing, teachers are able to assess each child’s writing ability against age-related expectations and make plans to target specific skills for future writing lessons. To ensure consistency, moderation of writing is undertaken regularly within year groups and phases. Assessments are recorded on Target Tracker where the children’s progress is carefully monitored as they progress throughout the school.</p>	
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