



Securing an Excellent English Writing Curriculum For the Children of Botley C of E Primary School

The Intent of the English Writing Curriculum

At Botley, we want our children to become confident, capable and enthusiastic writers who can adapt their language and style for a range of contexts, purposes and audiences. We want pupils to acquire a wide vocabulary, a solid understanding of the conventions surrounding grammar and punctuation and to be able to spell new words by effectively applying their knowledge of spelling patterns and rules. When they leave primary school, children should have acquired a level of independence as writers which will allow them to tackle the challenges of secondary school. Our intent is that they will see the importance of written communication for their future lives.

The Implementation of the English Writing Curriculum

In writing, we aim to develop children's abilities in two key areas:

- Composition (articulating their ideas and structuring them)
- Transcription (spelling and handwriting)

Our approach is based on a learning journey which often links to the in-depth study of a high quality text thereby integrating the children's reading and writing experiences. Children will also undertake writing opportunities linked to their theme work.

The writing journey that children follow provides them with the skills they will need to achieve successful writing outcomes. Using rich text stimuli, children will study good quality examples of what they are trying to achieve. A WAGOLL - What a good one looks like - is created based on the stimulus text and this supports pupils to identify the writing features required for a successful outcome. Alongside this, children generate ideas and vocabulary and master any related grammar or punctuation skills which they will need in the course of writing (e.g. speech layout for story writing). They then go through a process of planning, drafting, editing and revising their own work to arrive at their final piece. Children are given opportunities to discuss what they have written with their teachers and with each other and, where appropriate, to read their writing out loud to gauge the impact on their audience of what they have written.

Each year group has a yearly overview of writing opportunities, which will include writing to persuade, inform, entertain and discuss. Within units of work, children are given opportunities for shorter and extended writing outcomes to apply learned skills.

Within all classrooms, working walls are developed to support different phases of the writing journey. The school has recently introduced the Kinetic Letters Handwriting scheme to teach proper letter formation, correct sizing of letters and to ensure greater fluency and automaticity in handwriting.

The Impact of the English Writing Curriculum

All children will make good progress from their starting points in writing as they move through the school and develop their writing stamina. They will acquire the skills to write effectively for a range of purposes and will develop an enjoyment of writing to carry forward into secondary school. Pupils will develop a wide vocabulary to use within their writing and will have a good knowledge of how to adapt their writing based on the context, purpose or audience. Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught. A high proportion of the children will be working at Age Related Expectations or beyond.