WRITING CURRICULUM STATEMENT

Intent

At Hamilton, our aim is that all children become confident and independent in writing for different audiences and purposes using accurate grammar and spelling. Our writing curriculum is rich in spoken language; to ensure pupils learn to be articulate and expressive. Children at Hamilton regularly explore diverse, stimulating and high quality books, encouraging a love of reading that also influences and enhances their own writing across the whole curriculum.

Implementation

At Hamilton, we teach writing using Pie Corbett's Talk for Writing approach. Talk for Writing is an engaging teaching framework based on the National Curriculum, that enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and writing their own version.

Hamilton's Long Term Talk for Writing plan ensures that all writing genres are covered across Year groups and this plan is reviewed annually to adapt to cohorts and teachers' interests. We choose high quality texts rich often linked to class topics that model the vocabulary, language, structure, grammar and spelling that we expect our children to use independently at Hamilton. Progression in writing is ensured across the whole school from EYFS to Year 6, as planning is based on progressive 'Toolkits' that ensure children are always building on previous knowledge and learning. Talk for Writing progression documents ensure progression in the teaching of text structure, sentence construction, word structure/language and punctuation. Children have the opportunities to write for real life contexts and where appropriate links are made to wider curriculum topics.

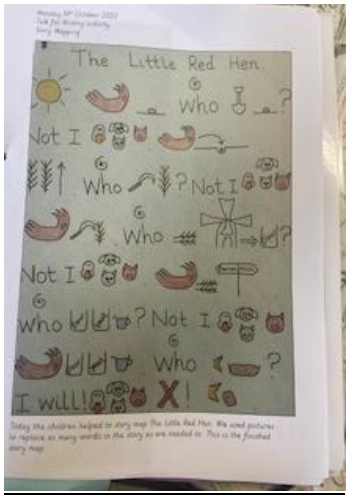
Talk for Writing - The stages

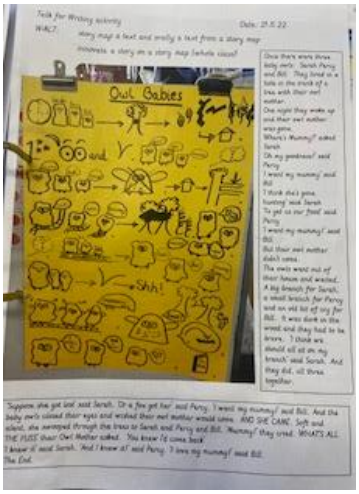
1. *Imitation – understanding the text*
    - Children are introduced to the model text with a 'hook' to engage their interest
    - Children complete a 'Cold Write' task to assess prior knowledge and understanding of text type. Individual targets are given based on this writing task and teachers use this to plan next steps in teaching. Model texts can be adapted to reflect this
    - Children orally rehearse the text, internalising language patterns, vocabulary and structure that helps them in their own writing. Text maps are drawn to aid this process
    - The children then 'read as a reader' and 'read as a writer', reading for meaning and discussing the effect of authorial choices on the reader and how writers create this
    - 'Book talk' allows the opportunity for pupils to discuss and share their likes/ dislikes and justify their reasoning and drama activities deepen understanding
    - Children 'Box- up' the text and co-construct a 'Toolkit' of features used in the model text that they use and apply in their own writing.
2. *Innovation- changing the text*
    - Now children know the model text, they are able create a new text map and 'box up' a new plan using their own ideas
    - In EYFS and KS1, the focus is substitution or addition; changing simple elements such as a character and/or setting. In KS2, innovations can include substitution, addition, genre switching, changing person/time viewpoint, reordering, sequels or prequels
    - Shared writing allows the teacher to model the writing process and target teaching and learning. The teaching of grammar, spelling and punctuation is a focus in shared writing sessions and children's ideas are used to innovate a class model
    - Children write their own innovated text and pupils are encouraged to edit and revise their own writing throughout the process using progressive toolkits to consolidate and develop their own writing skills

3. *Independent Application- pupils write independently*
    - Pupils in EYFS and Year 1 follow the process up until this point, but from the end of Year 2, children move to the independent application part of the process
    - Children have confidently internalised the model text and are familiar with structure and style of the text type. They are now able to write their own independent version- ' A hot task' that reflects their learning
    - Teachers can now assess progress between the initial 'Cold task' and the 'Hot task'

Early writing

At Hamilton, children begin learning Phonics at the very beginning of Reception in a daily Phonics session. We follow the synthetic Phonics programme, Essential Letters and Sounds (ELS). Letter formation is taught through the programme and fine motor skills are developed across the EYFS curriculum to develop pencil grip and writing skills. Those children who need extra support with fine motor skills development have additional activities to practise these skills throughout the day. Talk for Writing is fully embedded in EYFS at Hamilton and children imitate and innovate high quality texts.





Spelling, Punctuation and Grammar (SPaG)

Spelling is taught throughout Hamilton, starting in EYFS and KS1 with the teaching of Essential Letter and Sounds. Children follow the ELS programme, that teaches them to spell by applying taught GPCs in their writing and the learning of Harder to Read and Spell words (HRSWs). In Year 2, Pupils follow the ELS programme until it is appropriate for them to move onto our spelling programme, Spelling Shed. All pupils from Year 2-6 follow Spelling Shed, a programme based on National Curriculum spelling objectives. Spelling is assessed weekly and identified children receive additional support in spelling where necessary. SPaG skills are taught through the Talk for Writing process, with teachers focusing on grammar and punctuation objectives in their planning; writing of model texts and shared writing. Discrete SPaG sessions are also timetabled in Year 2-6.

Handwriting

At Hamilton, children learn letter formation in EYFS using Essential Letters and Sounds. Throughout KS1, children are taught to develop a cursive handwriting style. Cursive handwriting helps aid speed and fluency, supports spelling and improves presentation. At Hamilton, our aim is that children begin to develop a cursive style in KS1 and use it accurately in KS2. Children who are able to develop a clear joined, legible style in Year 3 are awarded a pen licence. Hamilton has a published cursive style that is taught in school and pupils are taught to apply this across the wider curriculum.

Impact

Attainment in writing is continually tracked using learning Ladders, so we are able to see where gaps occur and adjustments in teaching and learning can be made. Children complete a 'Hot Task' at the end of each teaching unit in Talk for Writing and pupils are given feedback and next steps to ensure that they meet Year Group targets on Learning Ladders.

Half-termly Pupil Progress meetings allow us to assess pupils who may need additional support in writing with a focus on pupils receiving Pupil Premium funding; children at risk of falling behind and the lowest 20%. A range of intervention strategies including same day intervention; fine motor skills practice and spelling and handwriting support are used and reviewed at the half- termly pupil progress meetings. In the Summer Term, Year 2 and Year 6 have statutory assessments tests (SATs) and teachers assess pupils in writing against the National Framework.

Learning walks show pupils are enthusiastic and fully engaged in the Talk for Writing learning process and that the framework is consistently embedded across the school from Reception to Year 6. Book Looks demonstrate clear progression in the teaching and application of writing skills across Hamilton. Links to wider curriculum topics using high quality books are made encouraging our pupils to successfully make links between, and develop an enjoyment of, both reading and writing.