



*One Community, Many Cultures; Growing
and Learning Together*

Curriculum Overview 2024/25

Writing



At Gosford Park we have designed a curriculum for our community that aims to equip them with the tools they need to succeed in the next stage of their development, whilst nurturing curious learners who are responsible members of the local, national and global community.

Intent

Our Intent - 'Every child an author'

Here at Gosford Park, writing is an integral part of our curriculum. Children from Nursery to Year 6 are provided with many opportunities to practise and apply their writing skills across the curriculum.

We believe that all of our pupils have the right to be able to express themselves, their knowledge, ideas, imaginations and their emotions creatively and confidently through their writing. In order to help them achieve this, we aim for our children to acquire a wide, robust vocabulary, accomplished through good quality teaching and exploring texts which motivate and inspire. We want our pupils to use vocabulary precisely and effectively in order to improve all areas of their communication; listening, speaking, reading and writing. We want our learners to write accurately and coherently, therefore over their time with us, they will gain a sound understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they will have learnt across the primary years.

By immersing our children in a range of high-quality texts that make up our Reading Spines, we want our pupils to use their experiences to write in a range of styles and genres, for a range of different audiences, contexts and purposes, adapting their language and style skilfully to achieve this. Our intention is to foster our children's interest in writing to create good writers who can re-read, edit and refine their writing during and after the writing process, allowing them to take important ownership of areas requiring improvement.

At Gosford Park, we set high expectations to encourage all of our children to take great pride in the presentation of their work, aiding them to develop a fluent, cursive handwriting style by the time they move to secondary school.

Most importantly, we want all children at Gosford Park to enjoy writing and leave us with the knowledge and belief that they are a competent, engaging writer as we believe that every child is an author.

[Long Term Plan for Reading & Writing](#)

Implementation

Our English curriculum has been thoughtfully constructed around a sequence of high-quality age-appropriate texts. These books form our Reading Spines for each year group and many are closely linked to our topics. We believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided with a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes.

Nursery

Children in Nursery are provided with lots of opportunities for mark making and exploring language. They orally rehearse nursery rhymes and use 'Scribble Club' during continuous provision to provide a language rich environment. 'Scribble Club' is about co-playing with the

children and modelling the joy of scribbling or mark making, whilst immersing them with rich and varied vocabulary that they would not usually hear during continuous provision. It aims to inspire children to be creative and imaginative and to mark make in a meaningful way.

Reception

Writing is taught within 'Read, Write, Inc' lessons and 'Drawing Club'. 'Drawing Club' provides a hook into creative writing by allowing children to create magic codes and immerse themselves into a world of imagination and wonder. Carefully selected story books, storytelling and animations are used to support children in developing their writing skills. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

Year 1

Children in Year 1 continue building on their writing skills using 'Curious Quests' in the Autumn Term. This gives the children the opportunity to continue developing their writing skills in a familiar style to EYFS, while they transition from Early Years into Key Stage 1. From the Spring term, children are introduced to the 'Talk for Writing' strategies that are used in Year 2 – 6. This merged teaching sequence provides a bridge between 'Curious Quests' and our Years 2-6 teaching sequence for writing.

Year 2– Year 6

Within our reading lessons, we use each book from our Reading Spines to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills. These lessons are then built upon in our writing curriculum (based on three-weekly cycles) where teachers:

- Accurately assess prior knowledge of genres through a 'gap analysis' task, identifying three key skills for the unit
- Explore the common features of a text type, identifying the purpose and audience with the children
- Immerse children in a high quality WAGOLL text, where vocabulary and meaning is studied
- Develop grammar and punctuation knowledge (which is later used and applied across the wider curriculum) by the teaching of three key skills identified in the 'gap analysis' task, which correspond to the text type
- Challenge the children to identify features found within the WAGOLL by 'Cracking the Code' and then allowing opportunities to extend and apply learning by 'Growing the Code'
- Explore the underlying structure of a text through shared reverse boxing-up
- Immersing children in a new context for their own piece of writing through drama, hot seating, conscience alleys, multimedia etc Our children then:
- Plan and write an initial piece of writing using the new context
- Evaluate the effectiveness of their writing by editing and redrafting where appropriate

Writing is assessed by both pupils and adults using agreed success criteria, supporting both self -valuation and cognitive learning.

[Working Walls](#)

At Gosford Park, our working walls are integral to our English curriculum. Not only do they share our learning journey in a methodical, easy-to-access way, they also display key vocabulary which can be used across the curriculum. Our children use their working walls as an important point of reference to check, consolidate and move their learning on.

[Spelling](#)

[EYFS and Year 1](#)

In EYFS and Year 1, spelling is taught daily through 'Read, Write, Inc', where the children are encouraged to link their phonological and grapheme knowledge. Strategies such as 'Fred Fingers' and sound buttons are used to aid the accurate spellings of key words set out in the National Curriculum.

[Years 2—6](#)

Children who have completed the 'Read Write Inc.' phonics programme receive weekly spelling lessons. Teachers use Purple Mash and Spelling Shed to support teaching and provide home learning opportunities for children to continue their learning beyond the classroom. Spelling objectives are mapped out for each year group, following the National Curriculum, providing consistency between the learning of spellings across the school.

[Handwriting](#)

Handwriting is taught across our school regularly. All staff promote high expectations of the presentation of children's work and model cursive writing on working walls and in their marking. Handwriting is taught alongside spelling patterns in order to assist spelling. Children in Early Years are encouraged to print their letters in order to secure their fine motor skills and letter formation before beginning Key Stage One. From Year 1 onwards, children are encouraged to join their letters for fluency to develop a fluent and legible handwriting style. Children are reminded about correct posture and how to hold a pen or pencil.

[Progression in Writing](#)

[Reading Spine overview](#)

[Impact](#)

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group. We aim for children to make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery. In order to do this, we work hard to ensure that all children will be able to produce written work across the curriculum that is of a similar standard.

Our English curriculum as a whole is intended to ensure that our children are academically prepared for their secondary school journey and indeed, for life beyond the classroom.