



English Writing at Tacolneston & Morley

<p>Our English writing curriculum aims to give children the skills to communicate their own ideas and knowledge with confidence and enthusiasm.</p> <p>We give children the tools to write fluently across a range of different writing genre.</p> <p>We ensure that they have the opportunities to apply and develop these skills further across the curriculum.</p>	<p style="text-align: center;">Early Writing</p> <p>We use ‘Talk for Writing’ to teach writing in Reception and Key Stage 1. It starts with enjoying and sharing stories. Through regular reading, we want children to build up an extensive and rich vocabulary for use in their own writing. ‘Talk for Writing’ is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.</p>	<p style="text-align: center;">Explicit and direct Instructions</p> <p>In short term planning, teachers ensure that they are directly teaching the grammatical skills required for their year group(s) – as detailed in the National Curriculum. Teachers encourage children to identify these in class texts and in their own reading.</p> <p>Children are given the opportunity to apply these taught skills to their own writing.</p>	<p style="text-align: center;">Content and sequencing</p> <p>Teaching is carefully sequenced to ensure that children revisit areas from the previous years and build on their knowledge.</p> <p>Teachers teach skills, give children time to practise these and then provide opportunities for children to apply these in their own writing.</p> <p>Children revisit genres developing further detail and independence as they progress through the school.</p>
<p style="text-align: center;">Curriculum</p> <p>The English curriculum requirements are planned alongside other curriculum areas. This allows teachers the chance to provide a range of stimuli for more factual writing styles such as reports and explanation texts.</p> <p>Class novels and teaching texts are chosen to demonstrate particular grammatical skills while developing the depth of knowledge and understanding of other areas of the curriculum being studied.</p>	<p style="text-align: center;">Vocabulary</p> <p>Teachers provide a knowledge organiser each term, which details key tier 3 vocabulary the children will need to understand for that term’s topic.</p> <p>Teachers introduce tier 2 vocabulary through whole class (and small group) guided reading sessions and through whole class teaching. By linking reading closely to writing outcomes, children are encouraged to use a wider range of words and phrases in their own writing.</p>	<p style="text-align: center;">Word building /spelling</p> <p>Children in KS1 and KS2 practise spelling patterns detailed in the National Curriculum. Teachers revisit these in class and focus on structure, letter patterns and the etymology of words. Children are given strategies to support them when learning these at home.</p> <p>Children are provided with additional word building activities and a link to the Spelling Frame website to further support them with this.</p>	<p style="text-align: center;">Intervention/Support</p> <p>Apart from the intervention programmes mentioned, children may receive additional writing intervention with a teacher or teaching assistant to revisit previously taught grammar or punctuation.</p> <p>This may be through a structured programme or direct intervention to support their own writing or editing.</p>