



## SEQUENCE OF LEARNING: WRITING

At The Churchill School, all staff are passionate about supporting each individual child's journey as a writer. Our curriculum aims to create an inclusive environment where every child can succeed and fulfil their personal potential, valuing the individual's self-expression. Writing is celebrated across the curriculum developing authors who love to express themselves in written form.

In English sessions, we promote a workshop-style learning environment, where ideas are developed, writing styles are discussed and supportive targeted feedback is given to nurture reflective learners. Through the use of well-chosen stimuli, effective resourcing and knowledgeable practitioners, language is enhanced with a view to closing the vocabulary gap. Units of writing are organised using a 'Working Wall' to guide the author through small steps (including a clear planning stage), which lead to a well-structured, engaging and individual piece of writing, of which they can be proud.

As the National Curriculum states, English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ✓ read easily, fluently and with good understanding;
- ✓ develop the habit of reading widely and often, for both pleasure and information;
- ✓ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- ✓ appreciate our rich and varied literary heritage;
- ✓ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- ✓ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- ✓ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

It is essential that teaching develops pupils' competence in transcription and composition, as well as their ability to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

*Written by: Rachel Newport & Amy Voller (July 2022)*