

Oldfield Brow Primary Writing and Speaking Curriculum

INTENT

At Oldfield Brow Primary School, we recognise that success in English is increasingly necessary in today's world as a tool for thought, learning and expression, and will not only support children's life-long learning but will also lead to improved life chances. We want our pupils to become fluent and effective writers and speakers. Our Writing Curriculum Map illustrates the wealth of literature, poetry and quality texts upon which we draw, to model quality writing and stimulate imagination and creativity so that our pupils become competent writers and orators by the time they leave us in Year 6.

Our Writing Curriculum aims are:

- To encourage pupils to listen with concentration to enable them to identify the main points of what they have heard, and to present and convey ideas as well as articulate opinions confidently in English.
- To develop children's confidence to write fluently in a variety of styles and forms for different purposes and for a range of audiences.
- To develop pupils' understanding of how good writers use grammar, punctuation and a range of language features and to use them effectively in their own writing.
- To equip children with a range of phonological options, common spelling patterns and spelling strategies to be able to select appropriate spelling.
- To enable pupils to develop legible, cursive and personal handwriting style.

IMPLEMENTATION

Developing Speaking Skills to support writing

At Oldfield Brow Primary School, we consider that the ability to speak and listen is crucial to develop writing skills and to enable access to all other areas of the curriculum. Talk is used to help children reason together. Children are given many opportunities to collaborate in pairs and groups, often feeding back to the whole class. In this way children become better at reasoning on their own.

Our phonics scheme is complimented by purposeful talk and play where children are immersed in a world of nursery rhymes and stories and gradually exposed to a wider range of vocabulary, sentence structures and modelled writing behaviour. At the beginning of Year 1, the assessments from the Foundation Stage Profile enable a smooth transition to the National Curriculum delivery.

We provide a stimulating environment and curriculum which arouses children's interest and curiosity, provoking talking and listening opportunities. Our pupils have a range of opportunities to respond to literature, to take part in role-play/drama and to develop the skills to participate effectively in group discussions. Our teachers are excellent role models, correcting children's errors when speaking and planning in opportunities for teaching these skills across every key stage. Each class gets the opportunity to present a whole school assembly, where public speaking with clarity and audibility are taught and practised. The annual school productions and nativities also provide opportunity for pupils to practise their oracy skills. Opportunities to become members of School Council, PATHS buddies and Sports Leaders also support verbal communication development.

Emergent Writing

In the early years, emergent writing is encouraged through the use of different writing materials, including crayons, chalk, sand, foam, magnetic letters, big brushes, water, paint and computers,

as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc. Early attempts at writing are celebrated and in Foundation stage and KS1, children's writing that needs interpretation may be annotated by a teacher or adult working with the group.

Developing Writing Skills including Grammar

Oldfield Brow Primary's Writing Curriculum Map has been curated to include a wide range of genres and writing types based on poetry, fictional and non-fictional texts. Our curriculum enables pupils to make links with prior learning and build their skills on their writing journey through school. Grammar and punctuation are introduced within the meaningful context of quality texts within English Writing lessons and also taught explicitly, to provide many rich learning opportunities for pupils.

We ignite children's enthusiasm for writing by utilising meaningful events and experiences in texts and real life. Regular school trips are planned, with direct writing genres in mind, wherever possible to furnish children with personal experience upon which to draw. An annual *Writing Competition* for is organised for individuals to express themselves either in house, or as part of a wider community of schools such as the Trafford 500 Words Competition. Pupils are encouraged to talk and write about their own feelings, experiences and interests and, therefore with a purpose they learn to think about their audience and adapt their tone accordingly. Each of the pupils' main pieces of writing has a clearly identified audience and purpose built in.

Working Walls (or washing lines) are maintained for the English Units of Learning to support the children's learning throughout the phases of reading, gathering content, planning and writing. Each half term, two to three units of learning are studied, working towards an extended piece of writing at the end of each. Teachers include modelled and/or shared writing within each unit to demonstrate use of the text features, style and success criteria in action. They model authentic 'live' writing processes, drawing attention to language choices, grammar and punctuation and strategies used to articulate ideas and overcome difficulties.

Spelling

We consider the systematic teaching of synthetic phonics including a balanced spelling programme of learning to spell as vital. We use the DfE approved Floppy's Phonics scheme and the Spelling Shed (from Year 1 upwards). The teaching of spelling is integral to daily phonics sessions in KS1. Teachers provide children with regular opportunities to practise and apply their encoding skills. Children are encouraged to apply their phonics knowledge when spelling new words across the curriculum and age phases.

As children move through KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics to the focus of spelling strategies, conventions and rules to build upon a child's established phonological knowledge. Spelling is taught explicitly weekly in KS1 and KS2, using the Spelling Shed scheme, where children are taught spelling patterns and encouraged to learn and increasingly wide range of words from memory. The Spelling Shed scheme also provides every child with online access at home and school to consolidate their learning and practise for weekly tests which assess progress. Pupils are also taught to use dictionaries and other aids to support vocabulary word choice and spelling.

Handwriting

In Early Years, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script. In Reception children are taught to form letters using the entry and exit flicks. From KS1, weekly handwriting lessons are delivered throughout school for a minimum of 15 minutes per week. Neat cursive writing is promoted throughout the school. Teachers and Teaching Assistants set high standards for handwriting and presentation at all times. All children follow the whole school presentation policy e.g. date and learning objective.

Differentiated Support

Teaching is differentiated as necessary, to ensure children reach their full potential. Whilst many of our pupils learn how to use talk effectively at home, some struggle to communicate verbally by the time they reach nursery; for such children reading and writing may seem a daunting goal. Oldfield Brow Primary is a partner in the Nuffield Early Language Intervention (NELI) programme proven to help young children overcome language difficulties targeting vocabulary, narrative skills, active listening and phonological awareness. It is effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.

Children with special educational needs, with specific speech and language difficulties or other disabilities including dyslexia, and those not meeting the expected levels of age-appropriate speech and writing fluency, are identified as quickly as possible through robust assessment. Identified pupils are supported either through quality teaching first in whole class writing lessons and/or through interventions including NELI, RAPID Writing, NESSY and SALT, depending on individual learning needs. Specialist advice sought where appropriate. Pupils working above the expected level are encouraged to write at greater length and have individual writing targets to encourage writing at greater depth.

IMPACT

Impact is judged in a number of ways. Summative assessment plays a key role. In terms of Summative Assessment, at the end of Year 1 all children take the Phonics Screening Check as part of the government statutory requirements to track phonological development. Formal summative assessments (SATs) are carried out at the end of KS1 and KS2. Teachers across the school assess an independent piece of writing towards the end of each half term, and use the results to inform formative teacher assessment. We also measure impact through book scrutiny and learning walks.