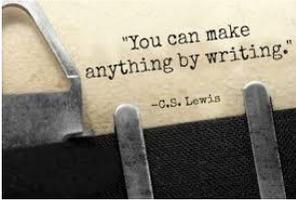
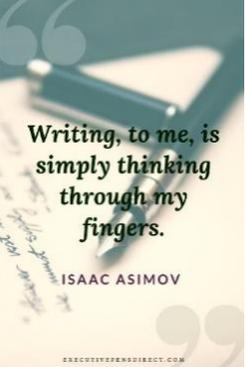
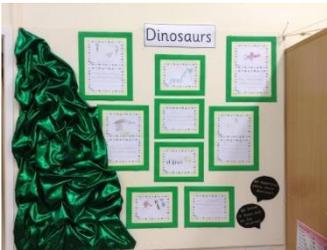


Common Road Infant and Nursery School
Writing
Curriculum Statement

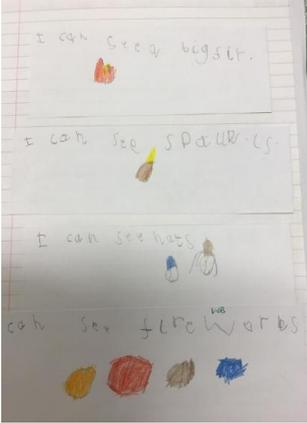
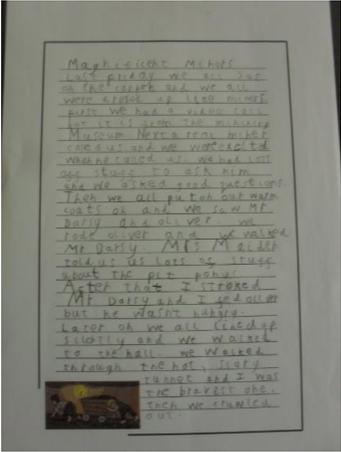
'Flying High Together'

Our aim is for our children to be enthusiastic and confident writers who take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

Intent	Implementation	Impact
<p>Our aim at Common Road Infant and Nursery School is to have confident, enthusiastic writers who are able to write for a variety of purposes. We want our children to transfer their love of reading and listening to stories into their writing and produce narratives that reflect their individual flair. Our aim is that our children write with increasing grammatical accuracy and that they apply their phonic knowledge when spelling. We aim to promote speaking and a love of language to get our children talking and speaking in sentences as we know that children need to speak and hold a sentence before they can write it. We will also expose our children to a wide range of vocabulary so they have an increasing bank of words and they are able to use this vocabulary when writing.</p> <p>We want our children to be proud of their writing, to be able to read what they have written, share it with an audience and present it neatly, forming their letters correctly.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>We will use the funding from the EEF to improve outcomes for our children through additional tutoring in KS1 and training practitioners to use the Nuffield Early Language Intervention in Reception.</p> </div>	<p>The basis of our writing curriculum is the National Curriculum which provides clear and progressive expectations. We have broken these down even further and specified what will be covered in the depth of each age and stage or term in KS1. We also use the Read, Write, Inc scheme which includes the rigorous teaching of letter formation, spelling patterns and common exception words. This ensures that our children have all they need to progress on to the next stage of their writing journey.</p> <p>We use high quality texts as the stimulus for most of our writing; hooking the children in with an engaging book builds on their enthusiasm. Through quality discussion, talk and drama linked to the text our children then have the ideas and confidence to write.</p> <p>We do not teach skills in isolation, such as grammar, spelling and punctuation, we include them in a well thought out unit of work that enables children to make links, apply taught skills in a context and see a purpose to their work. We know that learning has to become part of a child's long term memory for it to become 'sticky learning' therefore intelligent repetition and opportunities to apply new skills in different contexts is the key for this to be the case.</p> <p>We model writing daily through shared and guided writing so our children experience the writing and editing process and know how to apply taught skills.</p> <p>We encourage a close focus on skills and age group expectations through professional discussion and regular writing moderation both internally and with the LA. We use this process to standardise our judgements and identify gaps.</p>	<p>Most children will reach age related expectations and will be able to confidently apply the taught skills to their writing. They will be able to spell common exception words and use spelling patterns by applying their learning from Read, Write, Inc strategies and teaching. Children will be able to present their work neatly and form their letters correctly. They will be able to use punctuation correctly and understand why they are using it. Children will be able to talk about what they are going to write and remember their ideas so they can be recorded.</p> <p>They will then be able to read and share their writing with confidence. Children will be able to articulate what they have done well and what they need to improve.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div>

<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Share curriculum expectations effectively to support teaching and delivery. • Ensure an appropriate progression of writing skills and knowledge is in place over time so that pupils are supported to be the best writers they can be, and challenge teachers to support struggling writers as well as extend ones that are more competent. • Ensure an appropriate progression for vocabulary is in place, which builds on prior learning. 	<p>Our learning areas will:</p> <ul style="list-style-type: none"> • Provide the children with high quality equipment, resources and scaffolds to inspire and enable quality writing • Have display learning walls, which include WAGOLs, carefully chosen vocabulary and specific terminology which are updated regularly. • Have learning lines which display stories, prompts and modelled writing • Pupils will work in small groups or whole class as appropriate. • Have displays linked to the writing stimulus with props, vocabulary and linked text to inspire writing 	<p>Recorded evidence will show that:</p> <ul style="list-style-type: none"> • Children have had the opportunity to practice skills and apply them in their writing. • Pieces of writing which show case the skills learned and their application independently. • Clear progression of skills in line with expectations set out in the National Curriculum. <p>Over time, the children will evidence they have embedded and subsequently built on the early phonic skills in order to spell with increasing accuracy.</p> 
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Plan learning structures carefully to ensure they meet the needs of all children in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and materials to support their learning. • Attend all relevant training to ensure that they continually strive to deliver the very best writing teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged learners – able to ask questions confidently • Resilient learners – who understand their own strength and areas for development. • Able to review their own work and talk about how they can improve it. • Enjoy learning in a safe environment, which gives them opportunities to explore their own writing development. • Nurtured to overcome any barriers to their learning and develop their self-confidence. • Develop writing skills and confidence over time as a result of quality first teaching. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of children in assembly, parents meetings, information meetings, governor reports and displays around school. • Collate evidence over the year, which evidences that children know more and remember more. • Monitor the standards in the subject to ensure that outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

School Evidence

	Nursery	Reception	Year 1	Year 2
Autumn Term	 	 	 	 
Spring Term				
Summer Term				