

Writing (including SPaG & Handwriting) on a Page



Intent: How Writing contributes to our school's vision

At Lady Boswell's, the Writing Curriculum provides a unique opportunity to contribute to the school's vision and achieve our **'seven gifts'**. Our Writing curriculum is designed to inspire, prepare and equip our pupils to use the power of words to express themselves, bring **creative** ideas to life, share **diverse perspectives** and to write with **purpose, empathy** and **integrity**. By developing transcriptional fluency, we aim for our pupils to show commitment to achieving **high standards** and attention to detail, whilst focusing on the content and communication of their ideas across all areas of the curriculum. By providing rich, inspiring and contextual learning experiences, pupils will develop an expansive vocabulary and obtain the skills to become **confident and effective communicators**, understanding and believing that their words—on paper and beyond—can make a **positive and meaningful impact on the wider world**.



Implementation: How the curriculum is organised

At Lady Boswell's we deliver the 'Composition' and 'Vocabulary, Grammar and Punctuation' (VG&P) elements of the Writing National curriculum through a bespoke teaching approach, incorporating elements of Jane Considine's 'The Write Stuff' (e.g. 'class chottings', 'writing rainbow lenses' and 'shapes'). Writing is taught through genres, which are progressively mapped across the school. Our progressive Lady Boswell's grammar curriculum is taught both contextually through these writing genres, and via discrete lessons (see year-group planning documents).

The 'Transcription' elements of the Writing National Curriculum (Spelling and Handwriting) are taught through discrete scheme-based lessons.

Spelling (daily): Little Wandle (Yr 2); Spelling Shed (Yrs 3-6).

Handwriting (weekly, minimum): Little Wandle/ Nelson (EYFS); Nelson (Yrs 1-6).

EYFS

In EYFS, daily teacher-led Writing, Handwriting lessons, Finger Gym, weekly 'table-team' Writing sessions and Writing-based continuous provision options (indoor and outdoor) enable our pupils to achieve the Writing and Speaking Early Learning Goals.

Teacher-led Writing lessons utilise book-based stimuli and draw upon the relevant Little Wandle phonic-based learning. All writing, including phonic-based spellings and tricky words, is modelled accurately. Elements of Jane Considine's 'The Write Stuff', such as Grandpa Fantastic is used for vocabulary development, with the 'Writing Rainbow Lenses' being introduced mid-way through the year.

Vocabulary

Through our curriculum, children are taught discrete terminology to support their understanding and application of the Composition, VG&P, Handwriting and Spelling elements of Writing. Introduction of this terminology is progressively mapped across the school to ensure appropriate application to learning and consistency for pupils. Class 'Chottings' enable pupils to share, develop and discuss appropriately ambitious vocabulary within lessons to utilise within their writing. Texts and books used as writing stimuli across the school are also carefully chosen to support pupils in developing a wide and rich vocabulary, enabling pupils to make links to other areas of learning and the wider world.

Including all learners

Teachers are responsible for ensuring all pupils are supported and challenged in Writing. This will be achieved through appropriate questioning, task design and QFT (quality first teaching), utilising the NASEN subject-specific guidance. Teachers work with Subject Leaders and the SENCo to ensure pupils receive the appropriate support with their Writing, SPaG and Handwriting skills. This can include structured intervention programmes such as 'Morph Mastery', 'South Warwickshire Handwriting', 'Typing Club Touch Typing' and 'Sentence Combining'. Numerous inclusive strategies are also utilised in-class to support learners with their writing, such as the use of laptops, 'Finger Gym', 'Scan Writer', 'Clicker', 'Talk to Text', 'Widget' and 'SnapTyping'.

English Golden Threads



Word Reading



Comprehension



Transcription



Composition



Spoken Language



Vocabulary, Grammar and Punctuation





- Whole-school Grammar Progression
- Writing Genre/Grammar Plans by Year-Group
- Handwriting Curriculum Progression and Resource Folders
- Spelling Shed Planning Overview by Year-group
- The Write Stuff's 'Writing Rainbow Lenses' and 'Shapes'
- English National Curriculum / Progression of Skills in Writing



Enrichment and Cultural Capital

We actively plan experiences and run initiatives across the year to encourage our pupils to foster a love and enjoyment of writing.

This includes writing workshops run by visiting authors/poets and holding writing competitions (e.g. Sevenoaks Bookshop's Short Story Machine Competition).

Pupils from Years 2-6 each have a Free Writing Journal. To foster a love of writing, approximately once per term, pupils plan and write a piece around a topic and genre of their choice.

We hold our annual 'Book Fortnight' where all pupils engage with Writing, Reading and Craft projects, based upon a whole-key-stage or whole-school book.

Pupils enjoy a wide range of stimuli for writing across the school (books, texts, authors), ensuring a diverse range of authors, characters, settings and plots, broadening their knowledge, understanding and appreciation of the wider world.

Assessment

Formative assessment of pupils' Writing and SPaG attainment takes place across all Writing, Grammar, Spelling and Handwriting lessons. Teachers observe and note pupils' outcomes, adjusting daily planning and provision accordingly.

Summative assessment of SPaG (KS2) and Writing attainment also takes place at three points across the year using our bespoke Lady Boswell's Writing assessment criteria sheets (by year-group) and bespoke SPaG assessment papers (Years 2-6), written in line with our progressive Grammar and Spelling curricula. These Writing and SPaG assessment judgements are then moderated, either internally or externally, before the associated attainment and progress measures are analysed. From this data, individual and whole-school trends are identified and action plans put into place.

Ensuring Impact in Writing

Subject Leaders will work alongside Implementation Team Leaders to ensure that the Writing Curricula are implemented in line with the policy and continues to meet the needs of our stakeholders. This will be through pupil voice activities, book looks, internal/external moderation, monitoring of planning, lesson visits and developmental observations. They will analyse summative data and work with Curriculum Committee Governors to carefully review Writing and its impact across the school.

Impact of the curriculum

develop and use an expansive vocabulary

develop a love of literature

use and apply fluent transcription skills

The Writing Curriculum will enable our pupils to...

be confident, effective and resourceful communicators

write with purpose, empathy and integrity to have a positive and meaningful impact on the wider world

record their thinking and learning, clearly and coherently, across all areas of the curriculum

be creative and imaginative individuals

