



Heathwood Lower School
Leighton Buzzard

Curriculum Policy Statement Writing

At Heathwood we aim to encourage and support every child to develop the personal qualities, attitudes, skills, knowledge and concepts necessary to reach their full potential and to succeed both now and in the future as happy members of society.

Intent

Our curriculum is firmly rooted in the 2014 National Curriculum and the EYFS statutory framework 2025. At Heathwood our intent is that all children develop the ability to confidently express and communicate their ideas, thoughts and emotions through writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what children can achieve in writing.

Implement

Writing is evident in every aspect of our curriculum and varying text types are taught throughout the school. The objectives of the National Curriculum are closely followed through the implementation of the Hearts for Learning Essential Writing scheme to ensure that the skills learnt in spelling, punctuation and grammar are embedded and transferred into independent writing. All children are presented with opportunities for writing across all areas of the curriculum. Lesson sequences are carefully planned using the HFL Essential Writing planning so that skills are taught, embedded, revisited and then developed in a sequential way which promotes learning and retention of knowledge and skills, often leading to a final extended piece of writing in which the children use all of the skills they have learnt. Fiction writing is modelled on challenging suggested key texts from HFL Essential Writing scheme which are studied in whole class sessions, strengthening the link between reading and writing. Concepts like 'jump into a picture' and use of picture books are common placed in our school and support the development of imagination and creativity in writing. Children are given a language rich curriculum and environment which supports our children to effectively use interesting and adventurous language in their writing. We expect and encourage children to present their work neatly so handwriting and fine motor skills are taught throughout the school. In Reception and KS1 we follow the handwriting guidance from our SSP Essential Letters and Sounds and the children then move on to developing a cursive script from the start of KS2 once they have learnt and embedded the correct letter formation. Working on a cursive script in KS2 allows us to support children in developing a fluent, joined style by the time they leave us. Spelling is an important and integral skill. Spelling rules are explicitly taught in the classrooms as part of our weekly spelling sessions from Years 2-4 and follow the HFL Essential Spelling Scheme. Key skills are then modelled throughout shared writing and all topic writing opportunities. In EYFS and Year 1 weekly spellings are taught and covered as part of daily phonics sessions. For Spelling we follow the HFL Essential Spelling scheme and for Phonics we follow ELS Phonics (Essential Letters & Sounds) schemes of work. There is an expectation that children will spend time at home learning their spellings.

As a school, we recognise that not all children have the same abilities in writing, including those with additional needs. We work hard on adapting the curriculum to ensure writing can be achieved by all in the school whatever their ability. Adaptations include use of voice recorders, adult scribes, use of technology, focussed writing groups and pre tutoring. Adaptations are made on an individual basis. This ensures that our writing curriculum is as inclusive as we can make it.

Impact

We believe that we encourage a love of writing, developing confidence and the perseverance to become successful and creative writers. Children have the opportunities to write across a range of genres and styles and our ethos of linking to topic themes ensures that writing is meaningful and has a purpose for our children. Our links across the different subject areas ensure that children have the opportunity to transfer their writing skills in other areas of the curriculum and this develops a deeper understanding of specific grammar and punctuation objectives. Children are given detailed feedback and next steps to respond to in order to personalise learning and provide the children with opportunities to edit and improve their own writing. School leaders closely monitor all children's books and hold individual half termly meetings with all teachers to assess every individual child's learning needs and progress. English is monitored and evaluated by the Head Teacher (Mrs Jackie Wright) and the English Lead (Miss Sam Candler), through lesson observations, learning walks, pupil voice and book looks.