
ENGLISH WRITING IMPLEMENTATION

At Highwood Primary School, we ensure that our English planning follows a clear progression of skills and has full coverage of, 'The National Curriculum programmes of study for English 2014'. The curriculum is adapted and extended to match all pupils' needs and builds upon their prior knowledge and skills. We endeavour to practise English skills in all subjects across the curriculum, appreciating that they are the fundamental building blocks for learning as a whole. At Highwood, we have chosen HfL Education's Essential Writing as the basis of our writing curriculum for Years 1-6. This is an ambitious and progressive writing scheme which provides our children with opportunities and tools to write for a range of specific purposes and authentic audiences. Each year group has 13-16 teaching units, all of which use diverse and high-quality literature as good examples of writing craft and help to motivate and inspire children to write. Alongside Essential Writing, we have adopted the use of "Spelling Shed" to support our spelling curriculum. Essential Writing supports our children to apply this learning in context and builds their spelling confidence. We teach handwriting closely linked to the RWI Handwriting scheme to ensure that every child gains enough fluency for writing, with knowledge of accurate letter formation and letter-joining so that they can meet the National Curriculum expectations for each key stage.

Before teaching each unit, teachers will:

- Plan using HfL Education's Essential Writing Scheme and adapt where necessary.
- Plan a sequence of lessons that provide the knowledge and skills required for the written outcomes and chosen reading objectives.
- Assess pupils' prior knowledge and skills and use this to ensure their planning builds upon this.
- Select appropriate complementary texts for whole-class guided reading where necessary.

During each unit, teachers will:

- Use high-quality texts which will exemplify and inspire writing in specific genres.
- Discuss key vocabulary to help enhance children's oracy, and provide word banks for writing tasks where appropriate.
- Provide pupils with plenty of opportunities to read the selected text alongside any additional texts selected.
- Provide pupils with opportunities to develop understanding through drama, and through speculating, hypothesising, imagining and exploring ideas within a text.
- Provide pupils with high quality examples of relevant written outcomes as good models to follow.
- Ensure modelled writing provided to children is of a high quality, and that shared writing sessions show them how to achieve this themselves.
- Teach the skills of planning, drafting, editing and proofreading their writing.
- Teach the relevant grammar and punctuation skills required for the selected written outcomes.
- Give opportunities for pupils to explore features of a variety of genres and to write with appropriate voice and formality.

At the end of each unit pupils will:

- Produce extended pieces of writing based around the text or the learning from it.
- Reflect on the effectiveness of their writing and show an awareness of their audience.

After each unit teachers will:

- Assess pupils' understanding and use of the written genre and style of language.
- Use the assessments to inform future planning of skills that need to be revisited.