



Lowerhouse Junior School

English - Writing



Our Values and Pupils' Personal Development

Our curriculum is an important means by which we develop the values of our school in our pupils during their time at Lowerhouse Junior School. When planning and delivering lessons, teachers give attention to our values of **Aspiration, Integrity, Resilience** and **Respect** which are relevant to the unit of work. Our aim is to encourage positive attitudes to learning, to ourselves as individuals and to other members of our community.

Cultural Capital

Through our curriculum we aim to provide our children with the skills and knowledge they require to be educated citizens with an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

Reading





The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading

Writing Intent

At Lowerhouse Junior School, we use "Talk for Writing" Units to develop writing skills. We intend to develop a love of writing. We give the children the opportunity to explore their thoughts and feelings through writing by unlocking their imagination and enhancing their problem-solving and critical thinking skills. We aim to provide pupils with an education in English and expose them to a range of writing techniques and writing genres for specific audiences. We teach pupils to speak, read and write fluently, so that, they can communicate their ideas and emotions to others effectively and develop their confidence and stamina for writing. We recognise the importance of developing a culture where children take pride in their writing across the curriculum. We continue to promote a strong emphasis on presentation and handwriting in school work.

We believe the best writers are always readers. Indeed, it would be impossible to write a text type without being familiar with the language rhythms and patterns. So reading influences writing – indeed, the richness, depth and breadth of reading shapes and determines the writer that we become. If a child's reading is meagre then their writing will inevitably be thin. Children who write proficiently are always readers. It is impossible to write a text type without being familiar with the language patterns. Indeed, it is impossible to write a sentence pattern without being able to say it – and you cannot say it, without hearing it. Language is primarily learned through interactive 'hearing' and 'saying'. Talk can then be enhanced by constant reading and may, ultimately, be shaped by writing. (Primary Writing Project, 2021)

The aims of our Writing curriculum is to deliver a curriculum that is accessible to all pupils, so they know more, remember more and understand more. Our Writing curriculum aims to:

-  Foster a sense of writing for pleasure in all pupils.
-  Develop writing stamina across the wider curriculum.
-  Enable our children to use writing as a way of expressing themselves.
-  Do everything we can to ensure our pupils leave primary school with basic writing skills to enable them to be successful in the next phase of their school journey and beyond.

Writing Implementation

For writing, we have implemented a whole school, cumulative and systematic process for teaching writing and other literacy skills. The aim is to help children make progress and gain confidence and pleasure as a writer.

In Key Stage 2, the movement from imitation to innovation to independent application is adapted to suit the needs of pupils at every stage. This approach enables children to write independently for a variety of purposes, form and audiences for English and the different curriculum subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', use actions to support the language, as well as, reading model texts. This approach moves from dependence towards independence, with teachers using shared and guided teaching, to develop the ability in children to write creatively and powerfully.







In addition to this, Lowerhouse Junior School has established core texts of fiction, poetry and non-fiction that all children can experience and draw upon. Units of work have been developed to create a whole-school plan that is well documented; enabling teachers to focus on adapting their teaching for children's learning.

Writing Scheme

Pupils work through the different stages of their unit to develop their writing skills:

- 1) Baseline Assessment and Planning - Cold Task
- 2) The Imitation Phase
- 3) The Innovation Phase
- 4) Independent Application and Invention






Each unit consists of:



-  Clear sequential Episodes of Learning
-  Model Texts linked to writing outcomes within the unit
-  Vocabulary learning and contextualised spelling, grammar and punctuation
-  Wider reading for the wider curriculum
-  Curriculum Enrichments
-  Explicit links to the national curriculum

Units of Work

Units of work are made up of 'episodes of learning'. These are not prescriptive individual lessons, instead they are suggested activities to be chosen and followed as needed during the unit of work. Teachers have the freedom to tweak and add activities based on teacher assessment to ensure the best outcomes for their class.







Writing is part of the English National Curriculum. The National Curriculum for English aims to ensure that all pupils in KS2:

-  Read easily, fluently and with good understanding.
-  Develop the habit of reading widely and often, for both pleasure and information.
-  Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for Reading, writing and spoken language.
-  Appreciate our rich and varied literary heritage.
-  Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

-  Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
-  Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Writing Impact

We promote writing for pleasure, linking to the current world and being able to access the world via different forms of modern media. Our Writing Curriculum enables pupils to:

-  Become competent writers by the time they leave Lowerhouse Junior School.
-  Be able to express what they have learnt across the curriculum and understand different writing genres and writing for a range of audiences.
-  Use their Writing knowledge and skills in all curriculum areas, to enable them to know more, remember more and understand more.
-  Make at least good progress in Writing from their last point of statutory assessment and from their starting point in Year 3.
-  Access the next phase of their Writing education and beyond.
-  Give pupils a voice to share their ideas with the world; to express, explore and communicate emotions and the skills to write inside and outside school – anywhere and at any time.