

Writing Curriculum

Intent

At Eden Park, our writing curriculum is designed to enable our children to become imaginative, engaging and precise writers who show control as well as adaptability in style when asked to write for a range of contexts, purposes and audiences. At the core of our curriculum is the belief that children should be taught using high-quality texts that vary in genre, show cultural diversity and are matched to the needs of individual classes of children.

By using this structure to shape our writing curriculum, the children are presented with a model which enables them to understand authors' choices and intentions, demonstrating what an effective piece of writing looks like, as well as providing a solid understanding of grammar; this provides the children with clear end points and outcome pieces to work towards. Through teaching writing skills alongside these high-quality texts, children are shown how the choices that they make as a writer impact on the reader in differing ways.

This robust curriculum is taught with a logical progression of texts so that children can build on their prior learning in a systematic way to ensure that intended knowledge and skills are acquired.

Implementation

At Eden Park, our pupils' writing journey begins in the early years and sequentially builds knowledge and skills, year-on-year.

EYFS

As reading and writing are intrinsically linked, we follow a robust early reading programme (see RWInc document), beginning in our three-year-old nursery, which provides our children with the skills that they need for early literacy and thus writing. When composing words and sentences, it is common practice to see the children 'holding a sentence' and using 'Fred Fingers' to segment words. Children in Reception also follow the writing structure of Read, Write, Inc. (Get Writing), which allows them to write within their phonic knowledge and allows adults to support the small group of children's individual needs and next steps.

Alongside this, we believe that the development of gross and fine motor skills throughout our early years settings is crucial to the children's successes in writing, ensuring that the children begin their handwriting journey as soon as they enter any Eden Park setting.

During the daily learning experience lessons, the children are exposed to a focused, carefully-chosen, high-quality text weekly linked to the overarching learning enquiry; whereby, their provision is set with up a range of activities to fully immerse themselves in the story – these could involve story mapping, verbalising and recounting, memorising and orally rehearsing to help them put sentences together. The texts and activities are linked to the overarching learning enquiry planned to make the reading and writing purposeful. As well as this, the children have opportunities to write in lots of different areas of the curriculum, because they want to not because they must. These happen because of an inspiring learning environment within the EYFS continuous provision where the children are supported in their play.

EYFS to KS1

The use of RWInc continues throughout KS1 until the children graduate (for a small group of children, this may continue into Lower KS2). Similar practices to the EYFS's approach to text immersion are continued into Year 1 where the children will learn the text using similar methods and use 'Fred Fingers' to segment words at the point of writing. This then runs alongside with the 'Texts that Teach' writing programme which is used from Year 1 to Year 6.

Texts that Teach

<https://www.babcockldp.co.uk/improving-schools-settings/english/teaching-sequences/texts-that-teach>

Key Stage 1 and 2

Continuing the structure of text-inspired writing, across Key Stage 1 and 2, we follow the “Texts that Teach” writing blocks which are a series of supported teaching sequences created by Babcock LDP. Throughout this, high quality texts, of varying genres, matched to the needs of individual classes, are used to provide strong models for children when structuring their own writing. Each sequence follows a three-part structure: Learning About the Text, Practising Writing (including Shared Writing) and Independent Writing.

Before the Teaching Sequence:

Writerly Knowledge

Before beginning to plan the teaching sequence, all teachers create a 'writerly knowledge' chart which is needed for a successful writing outcome, as it begins with identifying the intended effect of the model text before investigating in some detail the elements of grammar, vocabulary and text structure that help to create this. Familiarity with the full potential of a text means teachers can better focus on elements that will have the biggest impact on their children's learning.

Elicitation Task

Before each writing block, the children partake in an independent writing task which is then used to identify the starting points for the text type – this is called the elicitation task. It is completed before the unit to allow the writing to be analysed and then the sequence adapted to support the needs of the children.

The Teaching Sequence Structure:

Part 1: Learning the Text

This phase of the teaching sequence is all about becoming familiar with the text that is being used as a model for writing – capturing the children’s interests and helping them get to know it well. This is both by ‘reading as a reader’, which surrounds exploring and responding to what they have read, and by ‘reading as a writer’, which involves recognising and investigating features that the writer uses to engage and manipulate the reader. It often involves some form of learning and remembering of trickier or interesting sections to be used as an initial model for writing. Part of this will be focused grammar teaching – see No Nonsense Grammar and the grammar toolkit which are used to support this.

Some of the following activities might be included in this part of each sequence:

- Hooking the children into the text
- Read and respond activity
- General comprehension activities
- Retell all or parts of the text
- High-quality talk about the text
- Drama activities
- Vocabulary work – understanding and building
- Analysis of the text
- Making links between the grammar being taught and how it works in the writing
- Explain the grammar through examples rather than lengthy explanations
- Build in high quality discussion about the grammar and its effects
- Understanding text composition

Overall, at the stage of the sequence, we are aiming to engage the imagination and emotions of the pupils with the text through high quality talk and activities that deepen understanding. We then move on to thinking like a writer and exploring and playing with the ways in which the author has engaged us as a reader.

Part 2: Practising Writing

This is the stage in the sequence where, working as a class and both individually, children try out features of the writing that they are lacking in confidence with or have a misunderstanding of; this is done so that this experience can be used when writing independently. Therefore, in this writing phase, they must be provided with opportunities to play around with the structures and language that they have been learning about, but, it will be supported by a teacher.

In teaching sequences, this section tends to include many of the following:

- generating ideas to write about and deciding which idea to focus upon
- using a Text Structure Chart to record key ideas in given order
- a **shared activity** (see below) to produce content for the selected idea
- discussion to create a text
- story mapping the text if and where necessary

Shared writing is what distinguishes this phase of the teaching from the others. It involves model writing the text, often over several days, whilst referring to the writerly knowledge chart frequently to encourage pupils to use the ideas so that the text's purpose is achieved. Although the teacher and the class will all be writing about the same content, the pupils are challenged to do this in their own way (although SEND pupils may use the model closely). Another key feature of this part of the sequence is a focus on editing and improving writing so that pupils really explore applying the ideas taught to their writing.

Shared writing supports...

- modelling writing the text, usually in sections and applying learning from the first phase
- children writing their own version of the text using the class idea
- editing writing
- proof-reading writing.

Part 3: Independent Writing - Outcome

As the children have practised writing this sort of text with support, it is in this final stage that they are given time and space to create their own independent version; and so, the children are given the choice for their own content to write about and must independently collect and potentially research their idea – these could be entirely free choice or guided within a topic. Generally, these are then recorded and planned onto the Text Structure Chart; however, some sequences may suggest alternative ways to plan and organise the piece of writing. At this point, pupils use the pattern of the text but with their own content – this can be guided using the writerly knowledge chart, the work they have completed within the 'Learning About the Text' and 'Practising Writing' stages as well as the class's working wall (see below).

Throughout this phase, the children write their text whilst using proof-reading and editing to improve it.

Once this is complete, the writing is compared with the elicitation task to identify where progress has been made so that it is clear to the child and the teachers are able to analyse gaps and change future planning if necessary.

Assessments using 'Evidence Gathering Grids' (EGG) grids are then used on some of independent writing outcomes to help reach end-of-year judgements.

Working Walls



At Eden Park, we believe in the importance of using learning walls to support the children in becoming successful independent writers. A working wall can be found in every KS1 and KS2 classroom which use Babcock LDP's Texts that Teach sequences.

On our learning walls, there will be a range of resources: these might include the writerly knowledge chart; annotated sections of the text; vocabulary building cards; examples of grammar within the text; guidance on how to use grammatical features; images from the grammar toolkit; word banks; text structure charts; examples of work from the practising writing section; shared writing models and lists of ideas generated for the independent write.

The learning wall is central to the independent writing section of 'Texts that Teach'. As it is a huge bank of resources, the children can use the wall throughout their writing block to support their idea generation and then ensure that the correct features of the text are included.

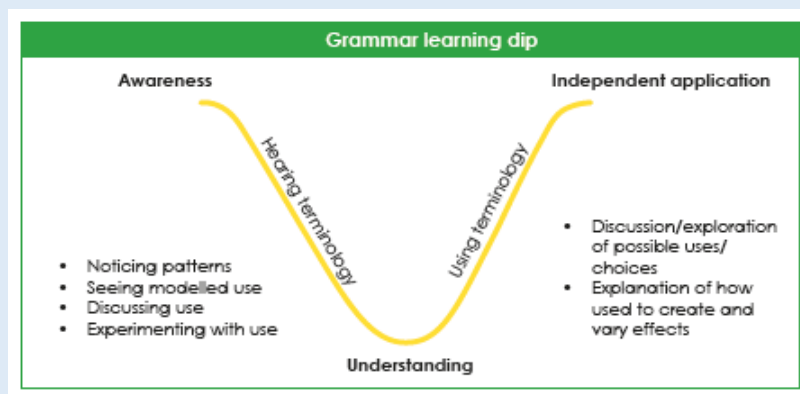


No Nonsense Grammar & Sentence Toolkit

<https://www.babcockldp.co.uk/improving-schools-settings/english/grammar>



At Eden Park, we use the 'No Nonsense Grammar' alongside the teaching of 'Texts that Teach' so that grammar teaching links seamlessly with teaching children how to improve their writing. This has had a positive impact on the children's learning by putting the grammar teaching into a context and allowing the children to experiment with it within their own writing.

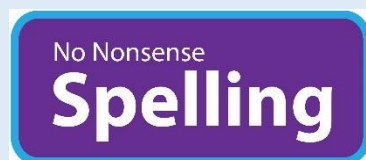


“The bullet points on either side of the dip are also vital for progression, and the Sentence Toolkit provides a way to help pupils focus on the aspect of grammar being used, to understand its use and remember it when writing. It does this by linking the grammatical terminology to real-life objects and, where possible, provides analogies to aid pupils’ understanding of how the different grammatical features work.” No Nonsense Grammar, 2016.

Children are taught tools/ symbols that represent specific grammar content. This analogy helps them to understand the terminology as well as when and how to use it effectively.

No Nonsense Spelling

<https://www.babcockldp.co.uk/improving-schools-settings/english/spelling>



We believe that spelling plays an important role in supporting children on their journey to becoming fluent and confident learners; therefore, we follow the robust ‘No Nonsense Spelling’ programme, from Years 2-6, designed by Babcock LDP. Our curriculum timetable has been considered carefully to ensure we can support all children in their spelling journey. Our approach aims to provide children with the firm foundations required to confidently spell any word they approach in their learning.

The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; however, integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings. It delivers a clear progression through blocks of teaching units across the year and comprehensively explains how to teach spelling effectively.

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. There is an overall pathway from year 2-6.
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily.
- Daily lesson plans for each session, with supporting resources, including word lists and guidance on conventions

Staff Development

Eden Park has invested heavily in detailed CPD to allow our teachers to fully utilise these writing resources.

All staff have received extensive professional development from Babcock LDP which has supported the use of the above outlined programmes. As a result, all members of staff have developed a deeper understanding of the pedagogy of writing and the sequential nature of the Babcock 'Texts that Teach' series. This training has also allowed staff to develop a consistent, robust and progressive system for the teaching of writing ensuring that prior learning is built upon.

Impact

RECEPTION

% expected or exceeding GLD			
2017	2018	2019	2022
66.1	67.8	72%	70%

% of children achieving ELG in Writing	
2017	74% expected and of these 5% exceeding
2018	73% expected and of these 12% exceeding
2019	73% expected and of these 13% exceeding
2022	70% expected

KEY STAGE 1

% Achieving expected standard or above			
	2017-2018	2018-2019	2021-2022
Eden Park	70%	72%	48%
National	70%	69%	tbc

KEY STAGE 2

% Achieving expected standard or above			
	2017-2018	2018-2019	2021-2022
Eden Park	81%	62%	76%
National			69%

Parent Comments: Parent Survey

- *She loves her days, always happy to go in and buzzing when she comes out!*
- *I would highly recommend Eden Park to anyone.*
- *She is doing very well in her class. They are challenging her well and continue to push her.*
- *My son is exceeding, and this is down to the wonderful teachers and staff he's had. I am so pleased with Eden Park.*
- *More and more impressed at our child's progress and happiness.*
- *Very happy with the progress he is making. He is always enthusiastic and often comes home and tells us about his day.*

- *I am very pleased with how well he is doing at school. I am pleased with his development and have no complaints.*