





Writing @ Greetland







At the Greetland Academy we realise the fundamental place English has in education and society. Our curriculum develops children's love of reading, writing and discussion. The structure ensures pupils develop a secure skill and knowledge base which follows a clear pathway of progression from Reception to Year 6. Our curriculum closely follows the aims of the National Curriculum.

Transcription

At the Greetland Academy we prioritise the basic skills of writing so that these transcription skills become increasingly automatic therefore pupils can concentrate on writing composition. High-quality practice is essential to develop fluent transcription skills. We prepare children by developing their fine motor skills and pre-writing skills when they start in Reception. We work on shape formation, shape manipulation, directionality, fluidity of movement, pressure control, fine motor skill & correct pencil grip alongside scissor skill development. Once children have an effective pencil grip and are showing control they are taught letter formation in the families set out below.

| | | |
|---|-------------------------------------|---------------------|
|  | 'down the lollipop' letter family | l i t j f u y T I |
|  | 'curl around the cat' letter family | c o a d g q e s |
|  | 'over the rainbow' letter family | r n m h b p |
|  | 'zig-zag' letter family | k v w z x |
| Numbers | | 1 7 4 0 2 3 6 9 5 8 |

| | | |
|---|-------------------------------------|-------------------|
|  | 'down the lollipop' letter family | L J F E H U N M K |
|  | 'curl around the cat' letter family | C O Q S G |
|  | 'over the rainbow' letter family | D P B R |
|  | 'zig-zag' letter family | V W Z A X Y |

As the children build their fluency of letter formation, these secure letters are then applied when writing words which builds to captions and sentences. These are carefully mapped out on a curriculum continuum which aligns closely with phonetically decodable writing. Teachers use dictation which supports pupils to focus on all the key components of literacy; grammar, punctuation, spelling, and sentence structure.

Reception and KS1

In Reception and Key Stage One a variety of high quality texts are mapped out as units. Each unit has identified Tier Two vocabulary words which are taught using a clear structure. Teachers use this text as a stimulus to develop oral composition. Overtime the units move on from a retelling of the original story, to a reinvention (where something has been altered) to a invention.

KS2

At KS2 we have a 'Purpose for Writing' approach. The writing curriculum is structured around 4 purposes of writing:

- Provoke an emotional response
- Inform
- Persuade
- Discuss

Alongside the writing purposes, vocabulary knowledge builds and awareness of audience is introduced.

Each 'unit' of English is driven by a text. These texts have been carefully considered so our pupils have a rich and broad English curriculum. The complexity of the texts, builds overtime as children tackle more challenging characters, themes, issues, vocabulary & narrative structures.

The teaching of an English unit has many elements and it isn't a linear process. The elements will all be included within a unit of English but their order and frequency are flexible and will be approached differently within each year group. Strategies and elements include; teaching high-levelled vocabulary; responding to text tasks which enable pupils to practise and apply their reading comprehension skills, dissect the text in detail, question, discuss and evaluate. They will have opportunities to read and analyse age related examples to better understand key features of the selected purpose, layout, grammar etc... Pupils will deconstruct, practice & apply, then work through the writing cycle, finally ending with a piece to present/perform.

