



ENGLISH (WRITING) AT CASTLEWOOD

<h2>Our Vision</h2> <p>Writing has a significant place in both education and society. It is an essential skill and the ability to write with confidence and accuracy is a tool, which will support a child through life. Our vision is to ensure Castlewood pupils are 'world-ready' and therefore it is our intent to ignite a love for language and word curiosity through a range of exciting and creative opportunities, enabling effective communication and composition of ideas. We want our pupils to develop their key communication skills - to inform, entertain and persuade - by writing in a variety of different genres. In order for our pupils to be kind and compassionate individuals, we will develop pupil's empathy through writing in role.</p>	<h2>Big ideas</h2> <ul style="list-style-type: none">- Quality texts underpin topics; these are used to inspire writing and engage pupils- Spoken language developed through discussion; modelled by adults- Whole school phonics and spelling strategies: discrete lessons, investigative-style spelling lessons to strengthen engagement, revision opportunities in handwriting to develop muscle memory- Grammar skills embedded within lessons and cross curricular opportunities identified- Talk for Writing principles applied, where appropriate, including sharing and exploring model texts and Boxing Up- Development of composition skills through both guided and independent planning, drafting, proofreading and editing- Independence promoted through the availability of a range of resources and the support/encouragement to use them.		<h2>Content, Coverage and Interleaving</h2> <ul style="list-style-type: none">- See National Curriculum document.- See Genre Coverage document.- See Curriculum Prioritisation document- Revision of skills, opportunities for pupils to apply skills independently and build on prior knowledge. Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge, skills, behaviours and attitudes are firmly embedded within the long-term memory.
<h2>Cross-curricular Links</h2> <p>There is a vast wealth of opportunities to develop and revise writing skills throughout the curriculum which can be seen across the school including:</p> <p><u>Non-fiction</u></p> <p>Historical newspaper reports</p> <p>Explanation texts in Geog./Science/History</p> <p>Trip/experience recounts</p> <p>Instructional writing in DT</p> <p>Science investigations</p> <p>Letters to experts/members of the wider community</p> <p>Biographies of key figures in other curriculum areas.</p> <p>E4S link to highlight key figures/events and stories from minority communities thus ensuring fair representation.</p> <p><u>Fiction</u></p> <p>Writing in role as a key figure from other curriculum areas</p> <p>'Journey' writing from the point of view of a migrating bird, a water droplet from the River Nile, Ernest Shackleton during his expedition.</p> <p><u>Poetry</u></p> <p>Figurative language linked to a key curriculum area e.g. a piece of food travelling through the digestive system.</p> <p>Exploring empathy through writing poems based on key events in history e.g. WWI.</p>	<h2>Knowledge, Skills, Vocabulary and Understanding</h2> <p>Through a precise, well-sequenced curriculum, children will be taught, and have opportunities to practise, the skills and language which will enable them to write with creativity, independence and confidence.</p> <p>Links to Castlewood Learning Powers:</p> <p>Brain Power Application of spelling rules and grammar skills taught, ambitious vocabulary used, making connections across topics.</p> <p>Heart Power Demonstrating empathy through writing e.g. characterisation, debates, balanced reports, poetry.</p> <p>Soul Power Displaying word curiosity, tackling unknown spellings using phonics/known rules, developing writing stamina and independence, showing resilience when proof-reading, editing and responding to feedback.</p>	<h2>Progress and Assessment</h2> <ul style="list-style-type: none">- Weekly spelling tests, phonics screening, end of KS assessments, Grammarsaurus tests- Regular teacher assessment, half termly writing reviews (Venns and Rainbows), termly Pupil Progress meetings- 'In house' moderations in staff meetings & Key Stage meetings- Regular Book Looks/monitoring by SLT- Locality and external moderations	<h2>Wider Opportunities</h2> <p>EYFS: retell a story to an audience</p> <p>Yr 1: Put on a shadow puppet show, create a comic strip, perform in front of your class</p> <p>Yr 2: Learn a poem off by heart, write a weather report for your class, make a film</p> <p>Yr 3: Design and make a board game (instructions),</p> <p>Yr 4: write and perform a poem, perform in a play, put on a performance</p> <p>Yr 5: Take part in a debate, write a story for Reception class, write a play, put on a performance</p> <p>Yr 6: Interview someone, write and record/broadcast a radio play, keep a diary for a week, send an email.</p>
<h2>Equality and Diversity</h2> <p>At Castlewood, we ensure that the authors, poets and texts chosen to support our teaching of writing are representative of both our school community and the culturally rich world we live in.</p> <p>We use our writing curriculum to challenge stereotypes, promote respectful discussions and debates, as well as giving the children opportunities to empathise with characters through writing in role. Our writing curriculum is an excellent opportunity for pupils to express their own unique voice, beliefs and individuality.</p>			