

Subject Overview – 2022/23 – Layton Primary School

At Layton, we believe that learning takes place over time, resulting in a change in long term memory from Unconsciously incompetent to Unconsciously competent, and involves forgetting, revising, consolidating, extending and applying knowledge in a variety of contexts. To do this, children need to think deeply and critically about subject matter and engage with difficult concepts. Learning is, and should be, hard.

Impact

Children talk confidently about their writing choices, expressing their passion

Independent writers

High-quality writing, presented in a range of ways

Skills can be applied across the curriculum

Implementation

Immersion in high-quality texts which spark imagination and ideas for writing, modelling how language is chosen to meet a key purpose for writing and for effect. Texts are available for children to access for inspiration from year group and class libraries, exploring a range of themes and cultures

Texts are deconstructed and reconstructed with children to model how authors make language and grammatical choices for effect and how they can take ownership over the choices they make in their own writing

Intent

Writing

- Encourage and provide a wide range of opportunities for children to write to enable children to become knowledgeable about how to write successfully for a range of purposes: to instruct, entertain, persuade and inform
- Through our writing curriculum, inspire children to become passionate, enthusiastic and independent writers who take pride in the writing they produce
- For our children to have a clear understanding of the audience, purpose and effect of a piece of writing and talk confidently about how the choices they make will make their writing successful
- Provide high-quality texts and authors which feed pupils' imagination and inspire wonder, joy and curiosity



- Provide children with essential skills in grammar, spelling, punctuation and composition that will enable them to become successful beyond primary school
- To develop children's understanding of language and vocabulary so that they can write texts with rich and engaging language choices and conscious control of their writing decisions

Clear and consistent writing process employed across the school to provide a structure which allows opportunities for children to be immersed in texts, discuss what is to be written, plan, be taught necessary skills, be modelled to, draft, edit and publish their own writing

Teaching and working walls model effective writing and support children in making adventurous language choices

Children use ambitious and rich vocabulary

Outcomes at the end of each Key Stage are in line or above National and progress is good

GPS is taught within writing lessons to teach children to use precise grammatical terminology to discuss and learn from the works of notable authors and to explain their own choices in the context of their writing

Children have an understanding of culture and history in relation to literature, as well as how books and writing styles across different cultures differ

Children have a solid grasp of the key features and skills needed for each purpose for writing

Prepared for the next stage of their learning and writing in their daily lives

Communication and articulation skills are strengthened

Phonics is taught daily with a consistent and systematic approach from EYFS to Year 2 (and where necessary in KS2 if children need further support) to develop and encourage children to use and apply their phonetic knowledge in their writing. Common exception words, specific for each year group, are taught and implemented into daily writing

Opportunities to develop through extra-curricular clubs e.g Book Club and Creative Writing Club