

Writing CURRICULUM AT PELSALL VILLAGE SCHOOL

INTENT

At Pelsall Village School, we intend to help every child develop strong communication skills by learning to read, write, speak, and listen confidently in English.

Our writing curriculum aims to help students express their ideas clearly and creatively while using correct grammar, punctuation, and spelling to build confidence in writing and encourage imagination, while fostering a love for storytelling and effective communication.

IMPLEMENTATION

The way in which we teach writing can vary across our school. In our early years the focus is on developing good transcription skills and good physical strength and skills to enable children to write well. The focus is on using their phonetic knowledge to spell words and form their letters clearly. Further on in school the focus remains on developing those transcription skills but also develops their composition and editing skills.

Early Writing

In our nursery, the focus is on developing the physical strength and fine motor skills that children will need to write when they reach Reception. Mark making and fine motor skills are planned for and developed in a variety of engaging ways to provide the foundations of our young learners.

In Reception, letter formation is taught at the point when the children learn the single letter sounds. This is then taught more discreetly in small groups where adults use modelling to ensure that the children's letters are formed correctly.

Children then do lots of oral rehearsal for sentences based on their learning in continuous provision and from their own interests. With support in small groups, they then have a go at writing words and then sentences as their skills progress.

Year 1

In Year 1, pupils' transcription skills continue to be the main focus. Spelling is taught as part of our phonics sessions and handwriting is taught discretely.

Children have greater opportunities to write independently based on books from a wide variety of genres, authors and cultures. Editing is also introduced where children work alongside an adult to make suggestions for improving their sentences.

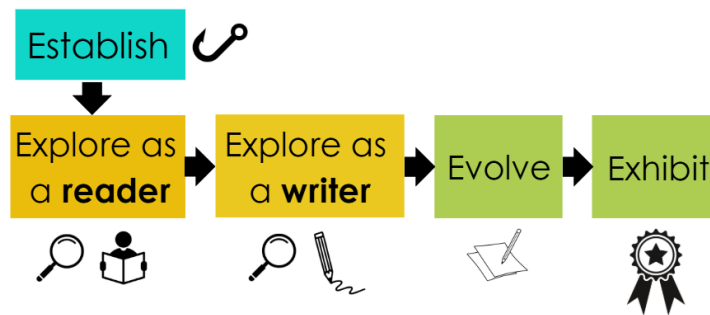
Years 2-6

In Year 2 - 6 we continue to develop the children's transcription skills. Spelling and handwriting are taught discretely in short sessions, which are planned in incremental steps to ensure the knowledge from the national curriculum is taught, and we meet the needs of the children.

Our main teaching of writing is part of our English lessons, which take place daily.

Our writing journeys follow a similar structure throughout the school but may vary in length depending on the age of the children.

Writing Journey



Establish

Children are made aware of the purpose of the writing and the audience for the writing.

Explore as a reader

Each writing unit uses a core text to either use as a model for the writing type they will be using or to inspire the writing for this unit. In this part of the writing journey, children become familiar with this core text and focus on further developing their reading skills.

Explore as a writer

This part of the writing process develops the children's writing skills that will be needed for the style of writing. In this part of the journey, the aim is to develop the children's vocabulary, sentence skills and writing into paragraphs. We use a lot of teacher modelling and scaffolding in this part of the journey to develop the children's writing skills.

Evolve

Children will plan their own independent writing in this stage of the writing journey. The end writing piece is then done in chunks. Each session will begin with an editing session before moving onto the next part of their writing.

Exhibit

Children will then write their final draft of their independent piece using the editing that they have completed throughout the evolve process. After writing, children will self-assess their

writing against the key skills that were taught in that unit, and teachers will also assess their writing.

We then celebrate the children's progress by displaying a selection of 'proud pieces' in our classrooms.

IMPACT

We assess writing at the end of the writing journey, looking at how secure the children are with the skills that they have been taught. This then feeds into a termly overall judgment.

Our writing journey at Pelsall Village School will have a positive impact on students by improving their ability to communicate ideas effectively and creatively. Through structured practice, students will develop confidence in writing, enhance vocabulary, and strengthen grammar and punctuation skills.

Ultimately, it will help students become more articulate, independent learners who can express themselves clearly in both academic and real-life contexts.