







Writing at Bank End

In line with the National Curriculum for writing, we aim to provide high-quality education in English that will teach pupils to develop effective transcription and composition skills. To achieve this, we teach pupils to articulate and communicate their ideas. This requires clarity, awareness of the audience, purpose, context and an increasingly wide knowledge of vocabulary and grammar.

At Bank End Primary Academy, we follow the United Learning Curriculum for Writing. This ensures that the children are exposed to diverse, inclusive, and high-quality literature. Our aim is for children to develop a passion for writing, and we believe that this can be achieved by giving our children: choice, freedom to be creative and bring out their author voice.

The United Learning Curriculum is based on four key principles:

<p>Developing pupils' metacognitive and critical thinking skills</p>  <ul style="list-style-type: none">• Teachers authentically model the writing process and thinking aloud• Critical literacy skills are incorporated into the curriculum• Pupils become life-long readers and writers• Links to other curriculum areas – where appropriate - reflect important real-world knowledge	<p>Ensuring the highest expectations for the attainment and progress of all pupils</p>  <ul style="list-style-type: none">• Progression in learning is mapped across units, year groups and key stages• A diverse representation of high-quality texts are used as models and examples• Teachers have conviction that every child has something worthwhile to write about
<p>Supporting all pupils in developing pleasure for writing and discovering their own unique writing voice</p>  <ul style="list-style-type: none">• Pupils have independence and autonomy• Pupils have choice to write about what interests and excites them, and reflects their own lives• A wide range of opportunities are provided for pupils to write for authentic purposes and audiences• Planning acknowledges and values pupils' own diverse funds of knowledge	<p>Developing a secure understanding of the writing process</p>  <ul style="list-style-type: none">• The writing process is recursive and not linear• Functional grammar is taught within context• New objectives are introduced in small, manageable steps• Pupils have frequent opportunities to write at length• Planned conferencing and workshoping allows teachers to meet individual pupil needs



Our Vision for Writing

Writing is a powerful means of communication which builds on the spoken word. This vital skill is necessary to allow pupils to function, engage and contribute within our society. Our aims in teaching writing are to equip pupils with a strong command of spoken and written language, and to develop a love of literature.

To develop children as writers, children need:

- Teachers who are writers
- Experience a wide range of texts.
- Opportunities to talk about what their writing
- Experience of writing for a range of purposes.

The United Learning Curriculum at Bank End Primary Academy provides pupils with:

- The ability to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- The ability to plan, revise and evaluate their writing.
- The ability to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.
- Effective composition which involves articulating and communicating ideas, and then organising them coherently for a reader.
- Clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

At Bank End Primary School, our writing units last between two – three weeks and are linked to a core text, which sparks interest, curiosity and discussion. Children are given the opportunities to write for authentic purposes and audiences.



Writing across the curriculum

"Literacy is foundational for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in school and more likely to have poor educational outcomes across all subjects."

Rickets, J., Sperring, R and Nation, K. (2014). Educational attainment in poor comprehenders. Frontiers in Psychology, 5. P. 445

At Bank End Primary Academy, we aim to provide opportunities for pupils to write across the curriculum. We believe that writing at length in other parts of the curriculum provides opportunities for pupils to:

- **master** their 'target language'
- **apply** and **consolidate** their writing skills and knowledge of text types in new contexts
- write for plenty of **genuine** purposeful reasons
- learn to write as **scholars** of their subject.

At Bank End, we write across the curriculum in three main ways: writing at length under one of the six text types, short bursts of scholarly writing and 'bumping into' writing objectives.

Contextualised spelling and grammar and sentence construction

At Bank End Primary Academy, functional grammar is taught within context. By using research driven concepts and strategies outlined by Judith C. Hochman in The Writing Revolution, we aim to support pupils to develop certain skills, such as grammar, sentence structure, and organisation. Our approach aims to provide a scaffolded method that builds confidence and competence over time.