



## **Writing Curriculum**

Vision – For all children to leave Richmond Hill as confident and competent writers.

### EYFS

Pupils start learning phonics in the Early Years. These are the building blocks of literacy, on which we can build, to become confident and competent readers and writers. Phonics is taught daily in Reception after an initial week of settling in. In Reception and KS1 this is taught via a 'stage not age' approach to meet differing pupil needs. Pupils in Reception also have opportunity to practice skills learnt in phonics during continuous provision in their writing area. After phonics, Reception pupils will go back to class to have a literacy lesson focused on writing. This is based around a high-quality text, to engage and inspire pupils. It is objective led and differentiated to allow all pupils to access the content.

### Key Stage 1

At Richmond Hill Primary School, our approach to teaching literacy differs between KS1 and 2 due to the needs of our pupils. In Key Stage 1, we still focus on systematic phonics teaching as a basis. After phonics, pupils then have a specific literacy lesson – just as in Reception.

In Key Stage 1 we also use Read Write Inc. phonics. It teaches children to read accurately and fluently with good comprehension. Here, they learn to form each letter and spell correctly. Initially, children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. At Richmond Hill we teach our infants by stage and not age, to ensure all children's needs are being met and nobody is left behind.

Pupils practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to form joins speedily and legibly.

## **Respect. Confidence. Support. Friendship. Kindness. Being Safe. Honesty. Happiness**

### Key Stage 2

In Key Stage 2, we focus on Talk 4 Writing style lessons to build on what infants learn in Read Write Inc. and their Literary Curriculum lessons. These different approaches complement each other well.

The Talk 4 Writing approach sees pupils learn model texts off by heart to embed good basic structures. These are then built on with short burst, focused activities which cover a range of genres, and both shared and guided writing to enhance pupil's writing skills. As each unit of work begins with a teacher assessed cold task, progress is then monitored and supported towards the end hot task. It allows weaker writers and those with gaps, to be scaffolded and opportunity to 'magpie' effective vocabulary and sentence structures from quality texts and examples in order to improve their own writing skills. Poetry is also integrated within the system to broaden pupils' use of vocabulary and literary devices.

The Talk 4 Writing system also involves integrated reading comprehension skills as texts are studied from both a reader's and writer's perspective. Pupils complete reading workshops in each different unit as part of text analysis of model and supplementary texts. There is also, a 2-year rolling programme of fiction and non-fiction units which will help to close any gaps throughout the juniors and help pupils to build on skills and progress further in order to reach a greater depth of understanding of writing.

In addition to Talk 4 Writing, we also do weekly VIPERS reading workshops which focus on specific comprehension skills and gaps in these can be recognised and targeted. Teachers can assess the needs of their cohort to focus on a specific range of skills each lesson from the whole set to focus on as children progress. This discrete teaching of skills will then feed into Talk 4 Writing lessons and also cross-curricularly in other subjects.

Pupils take part in guided weekly handwriting lessons based on our unique handwriting scheme here. This is an effective system which starts off with an intense programme at the start of each year that is then built on to keep up the profile in school.

Spelling, punctuation and grammar skills are taught discretely to close specific gaps and also integrated with lessons where appropriate, on a daily basis. SPAG objectives are planned out over the year for each class.