



Wessex Learning Trust



Wedmore First School Academy We Learn Together

# English Writing and Grammar Curriculum Documents





### Intent

At Wedmore First School Academy, we believe writing is an essential skill for success in the wider world to enable pupils to express themselves clearly and fluently. We want to focus on all children to succeed in expressing their ideas to enable them success both in English but across the curriculum. Therefore, we make our teaching of writing as relevant as possible for the world we live in today, linking to life skills, emotions, culture as well as day to day life. Hand in hand with the relevance of writing, we focus on orally developing their language, leading to composition and transcription including teaching the rules of handwriting, spelling, punctuation and grammar. The creativity within our learning means that our children are exposed to English as a subject within all curriculum areas, rather than just an isolated lesson, where skills are providing meaning and purpose. For example, the children may write persuasive letters to chocolate companies, instructions for making a healthy wrap, a poem about Christmas or a postcard to send to a family member. We also try to create as many real-life situations as possible for the children to practise writing skills, whether through role play, application letters for school council roles and thank you cards to visitors.

### Implementation

We implement our writing program at Wedmore using the 'literacy shed scheme.' For Early Years, within nursery this is further supported by development matters, the helicopter story approach, orally composing their own stories, to mark making and our ULS phonics scheme. In reception we build on their skills further through the 'drawing club approach,' continuing the skills within the development matters document, talk through stories and our ULS phonics and handwriting scheme. This is starting to provided an engaging, inspiring and motivating sequence of teaching to help children to learn to orally compose, mark make, and form letters correctly, to writing captions and sentences and applying skills which they have been taught.

KS1 and 2 continue to build upon the children's skills and knowledge using the 'literacy shed scheme' linking texts to topics. Spelling and grammar are taught within the teaching sequence, with additional discrete teaching of spelling taking place across the week using the essential spelling (yr2 upwards) and ULS phonics programme. Teaching of spelling is broken down into different categories; learning new words, practising previously taught words, learning CEWs, independent practice (and working in partnership with parents and carers, planned opportunities as well as encouragement, acknowledgment and feedback. Our children are encouraged to use phonics and common exception word (CEWs) resources, working walls and dictionaries to aid with the spelling of new or more difficult words. We ensure that our children are exposed in a vocabulary rich environment, both orally and visually so they can work more independently.



### **Implementation continued**

Handwriting is explicitly taught follow the ULS handwriting scheme which links to our phonics scheme. Handwriting starts from nursery (mark making) through to Year 4, with the development of gross and fine motor skills, including pencil grip to the skills of mastering ascenders, descenders, joined letter formation, legibility, consistency and quality which enables the increase of speed and fluency within their writing.

To foster confident, creative, and communicative writers, children at Wedmore are immersed in a wide range of texts spanning various genres and topics to deepen knowledge and understanding. This approach stimulates their writing and helps them envision themselves as authors, with the scope to 'look out any window, open any door' to a world of endless possibilities. This is supported through daily writing opportunities reinforcing their skills.

Staff model the writing process through whole class guided and shared writing sessions, in a 'I do, we do, you do' approach to show the children techniques and model the high expectations for their writing outcomes and abilities.

Staff check children's understanding systematically, identify misconceptions accurately and provide clear, direct verbal and written feedback, using in the moment marking where possible, as referenced in the Marking Policy. Next steps are clearly given and carried out within EYFS and Year 1 and 2. Editing is evidenced through the purple pen and peer support/self-assessment takes place regularly. Three yearly Testbase assessments (yr2-4) for grammar and spelling take place, which help inform future planning and allow us to identify any gaps in knowledge.

We have a long-term planning overview for writing that identifies what genres, books, text-types and topics are being taught. Further medium-term plans supported by the literacy shed unit overview help inform short-term planning. High quality texts are identified and chosen to reflect a range of authors from different cultures, backgrounds, beliefs and gender. Planning also ensures there is a clear purpose for writing, and all skills are progressive.

Writing is evidenced across the curriculum, with examples of writing found in History, Geography, RE and Science, within Enquiry books. Writing is celebrated and displayed in the classrooms and corridors for all of the school community to celebrate.



### **Impact**

We want the children at Wedmore to feel excited and inspired through a range of texts, genres and animations so they are able to see themselves in the footprints of authors, illustrators and lifelong writers.

Through regular monitoring of books, lessons and pupil voice, it is clear that are children are learning in a systematic and progressive way, focusing on prior learning, moving the learning forward (using a I do, you do, we do approach) and making it memorable. Using the Literacy Shed scheme to carefully sequence our children's learning; it has opened up opportunities for exploring new texts, developing a high range of vocabulary and developing imagination further. Children are becoming more independent with their editing and ownership of their written work within key stage 2 where they are able to talk about the purpose of what they have written. In Reception and Key Stage 1 children are able to clearly complete their next step knowing why has taken place.



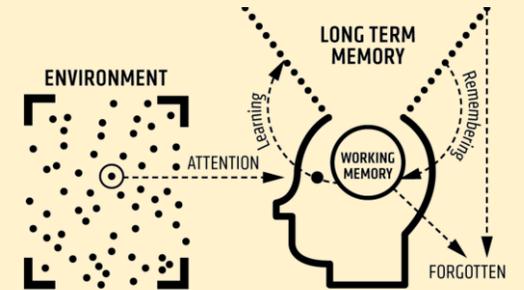
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines

→ Linking Prior +  
New Learning

→ Focused  
Instruction '*I Do*'

→ Practise  
Learning '*We Do*'

→ Learning Check  
'*You Do*'

→ Consolidating  
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>	<p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul>	<p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>	<p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>