



Big Picture for Curriculum Subjects

(to be used alongside subject specific curriculum overview/progression of skills)

Writing

What are the Key Concepts and Ideas that we want children to learn about in this subject through their education?

1. Develop automaticity, fluency and stamina in writing to enable pupils to communicate their ideas and emotions to others
2. Acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for writing
3. Write clearly, accurately and coherently, adapting their language and style, in and for, a range of contexts, purposes and audiences
4. Plan, draft, edit and redraft their own writing for a range of different genres, reflecting upon feedback given and self-evaluation
5. Clearly articulate and explain their ideas and understanding through discussions, performances and formal presentations, listening to and responding to feedback provided.

How do these concepts progress throughout the school?

EYFS	KS1	KS2
<ul style="list-style-type: none"> • As soon as children enter our school, within the early years, they have access to a print rich environment, with lots of opportunities to see letters and words as they progress through the key stages. (1) • Children begin to learn the alphabetic code and corresponding sounds when beginning to write words, phrases and sentences to communicate their ideas and emotions (1, 2, 3) • Our systematic phonics scheme Unlocking Letters and Sounds begins in the nursery and is taught from day one in Reception, allowing children to recognise and write the alphabetic code correctly, progressing to accurate spelling and composition of words, phrases and sentences to convey meaning (1, 2, 3) • Children have a vast amount of opportunities to write within indoor and outdoor provision as well as through carefully planned English learning journey's following a Talk for Writing approach (4, 5). 	<ul style="list-style-type: none"> • Daily phonics teaching continues in KS1 allowing children to develop automaticity and fluency in writing, spelling and the composition of sentences/paragraphs. (1,2,3) • The children in KS1 have daily opportunities to express themselves through carefully planned and sequenced English learning journeys based around key texts linking to the context of our school and the wider curriculum (1, 2, 3, 4, 5) • Children have the opportunity to write for different purposes and audiences, progressing through the genre overview, following the plan, draft, edit, redraft and perform cycle. (3, 4, 5) • Handwriting and spelling skills are taught explicitly (2) • Children have the opportunity to write and perform across the curriculum, using and applying vocabulary, grammar and their knowledge of linguistic conventions within a context. (4, 5) 	<ul style="list-style-type: none"> • Providing plentiful opportunities for children to write remains a priority in KS2 as children begin to develop their stamina for writing, using and applying this skill across the curriculum. (1) • Children continue to develop their individual writing style through carefully planned and sequential English learning journeys based around key texts linking to the context of our school and the wider curriculum (1, 2, 3, 4, 5) • Children in KS2 continue to have the opportunity to write for different purposes and audiences, progressing through the genre overview, following the plan, draft, edit, redraft and perform cycle. (3, 4, 5) • The discrete teaching of spellings continues throughout KS2 for all pupils. Handwriting interventions are put in place for any children who require further support. (2) • Children continue to have the opportunity to write and perform across the curriculum, using and applying vocabulary, grammar and their knowledge of linguistic conventions within a context. (4, 5)