



English; WRITING - the curriculum at Middleton School is designed to prepare pupils for the next steps in their learning journey and for an independent life as young adults. It is therefore a priority within our curriculum that pupils develop skills that enable them to be literate. Basic writing skills allow pupils to function within society and access a wider range of opportunities. In addition, the ability to express their feelings, wants and desires and communicate with others, as well as the development of creativity and imagination are all key factors in the delivery of our writing curriculum.



**Everyone at
Middleton is
safe and Happy**



Learning for Life

INTENT - We aim for our pupils to:

- Make marks in a range of mediums with clear intent.
- Develop their own emergent writing.
- Copy letter forms and shapes.
- Form legible letter shapes.
- Places letters together to form words.
- Write their name independently.
- Use familiar symbols to construct communication with others.
- Associate a phoneme with a grapheme.
- Apply phonetic knowledge when writing upon the phases within the Letters and Sounds' phonics strategy.
- Segment to spell short CVC words based upon the phases within the Letters and Sounds' phonics strategy.
- Write short captions and sentences.
- Write some familiar high frequency words.
- Make effective use of 'colourful semantics' when constructing simple sentences.
- To use basic punctuation within their writing.
- To develop quality of handwriting to ensure clear ascenders and descenders, orientation and sizing of letters.
- Experience writing for a range of different purposes.
- Understand and use a range of writing forms eg; list, letter, poem etc
- Communicate with clarity and meaning using a range of visual stimuli.
- Express their own ideas through writing.
- Create more extended pieces of writing, including a range of sentence structures and conjunctions.
- Understand that written communication can be used to support everyday life and familiar activities.
- Develop the skills to review and edit their own writing.

Implementation -

- The writing aspect of the English curriculum is delivered everyday to pupils through both dedicated writing lessons and cross curricular opportunities.
- The delivery of the writing element of the English Curriculum is led by the M scale planning and assessment framework.
- Planning and delivery of the teaching and learning of writing is sequential in nature.
- Pupils have opportunities to recall and practise skills already learnt before building upon that already acquired with the teaching of new skills.
- Pupils have a wealth of opportunity to develop their own emergent writing skills through both play and structured activities.
- Pupils are encouraged to use writing as a functional element of their daily life, for example when learning offsite (shopping list, letter to post).
- All pupils receive at least one phonics lesson per week (Letters and Sounds Strategy) which is 'whole school' timetabled and taught within smaller ratio ability groups.
- Phonics is delivered within individual classes and departments through structured lessons and cross curricular opportunities on a daily basis.
- The teaching of writing is delivered to individuals on a 1;1 basis, as part of a small group and as part of larger groups.
- Although pupils are taught within mixed ability class groups, there are also dedicated sessions where pupils are ability grouped for the teaching of some aspects of the writing curriculum.
- Pupil ability is assessed and activities are provided which are linked to the relevant writing attainment of each pupil.
- The delivery of the writing curriculum is explored through a full range of mediums (eg flour, sand, shaving foam, paint, pencils etc)
- Writing activities are supported by the use of signs and symbols.
- Writing activities are supported, where appropriate by the use of 'colourful semantics'.
- Alternative modes of communication may be used to support pupils when expressing themselves in a written form.
- Technology is used as a means of access for those pupils with an impairment which restricts their ability to physically write.
- Parents/ families are invited to presentations which address how they can support their children in the development of writing.
- Regular CPD for staff and updates within the teaching and delivery of writing are planned into the staff CPD cycle.
- Intervention groups are provided for pupils who are identified as making less than expected progress in the acquisition of their writing skills.
- The creative and expressive elements of the writing curriculum are valued and planned for routinely.
- A passion for creativity, expression and written communication are modelled by staff across the school.

Impact -

- Pupils make good and outstanding progress within their writing attainment when assessed against the Writing M scale descriptors.
- Pupils are entered into the Phonics Screening Check (where appropriate) at both year one and two, and often pass this test.
- Pupils are entered into the KS1 and KS2 reading SATS papers where appropriate and enjoy the challenge of this experience.
- Pupils progress through the phases of the Letters and Sounds Phonics Strategy.
- Pupils are well prepared to transition into the next stage of their learning journey.
- Pupils who attend intervention groups make good progress as a result.
- Pupils are enthusiastic about writing and confidently engage in emergent writing activities unsupported.
- Pupils enjoy role play aspects and incorporate writing into their play.
- Pupils raise attainment in multiple areas of the curriculum as they make progress within their writing skills.
- Listening and attention skills improve as pupils are motivated by language, facts, lexicology and stories.
- Pupils gain greater access to, and independence within, the wider world. This is evident during offsite learning sessions, as they communicate freely with others and use written forms to engage with the community.
- Pupils find a voice through formal written communication.
- Pupils develop a more prosperous outlook upon life beyond school and the opportunities open to them are broader.

Enrichment Opportunities;

Visiting storytellers/ writers, visits to local libraries, experiencing 'Attention Autism' activities, school plays, assemblies and presentations, vibrant displays, offsite learning, sensory stories/ story sacks, role play, forest learning, ICT devices, Focus Weeks, pantomime and theatre visits, outdoor trails/ treasure hunts, food technology sessions, links with pupils from other schools, links with 'pen pals' in wide and far reaching locations.

Learning for Life

