



Highgate Writing Subject Intent

Character & Curiosity: When teaching story writing we use books as stimulus to captivate and engage children. In doing this we want to hook children into books leading them to develop a love of stories. This starts with the use of picture books such as 'The Queen's Hat' in Year 1 and 'The Smeds and The Smoos' in Year 2. This continues into Key Stage 2 with writing based on 'George's Marvellous Medicine', 'The Iron Man' and 'Beowulf' When writing nonfiction, we plan out writing that will engage the children and not put pressure on their cognitive load; we write about mythical things such as dragons, unicorns and ogres. Additionally, we ensure the children have the knowledge they need to write whilst still being engaged examples of this are 'Come to the Circus', 'Saving the Rainforest' and 'World War 2'.

Cultural Capital: We expose children to amazing stories, authors and information to build their love and fascination of stories and writing.

Skills: Writing skills develop from the Early Years where children learn letter formation, word writing and sentence skills. This is delivered through the Read Write inc programme with additional handwriting and sentence skills sessions. Sentences are always written with the sound-letter correspondence known by the children and sentences are dictated. Continuing on in year 1 children develop their sentence skills through dictated and own sentences. We also place great emphasis on developing handwriting skills leading to automaticity. At Highgate we teach writing through an organised curriculum which is carefully sequenced. The skills of the sentences are explicitly taught in small steps through an 'I do, We do, You do' teaching model. These skills are then applied into paragraph and text writing. We then explicitly teach the skills of editing through small steps and modelling. This is then followed with explicit teaching of redrafting and revising.

Knowledge: Writing knowledge in Highgate's curriculum is organised and sequenced. Knowledge builds, the children start building knowledge of sentence structure with the use of a capital letter, finger space and full stop. The writing knowledge is explicitly sequenced and set out in Highgate's Sentence Knowledge Curriculum. The knowledge of the sentences are explicitly taught through a small steps approach of 'I do, We do You do' teaching model. The knowledge is then applied into paragraph and text writing.

Links across the Curriculum: Children at Highgate apply their writing skills across the curriculum in different subjects. At the end, of knowledge rich subjects such as History the children will write a non-fiction text applying the knowledge and skills learnt in their writing teaching.

Early Years Foundation Curriculum: The children in the Early Years Foundation Stage learn to write by learning grapheme to phoneme correspondence (GPC). They learn how to form letters and then apply them to writing CVC words. This then develops into the children learning how to write short sentences with words with known sound-letter correspondence using a capital letter and full stop. Teachers dictate sentences to ensure they contain only the taught sound-letter correspondence the children have learnt.

SEN: At Highgate we are a fully inclusive school and believe that all children should be able to access a broad and balanced curriculum. Adaptive teaching is used to ensure all children can access all learning. Children are provided with scaffolds such as pictorial strips to aid their writing, word mats and mixed ability pairings. When needed, for some children, we will implement larger adaptations where children will work on a different sentence skill, applying their sound-letter correspondences that they have learnt to ensure maximum progress.