

Intent

Our drive is to produce independent, creative writers that have a developing bank of transferable skills, processes and experience to draw upon when expressing themselves and their ideas. By acquiring a wide vocabulary, a secure understanding of grammar and knowledge of linguistic conventions within writing, our learners become robust, resilient communicators who can adapt their language and style for a range of contexts, purposes and audiences. As an appreciation of our rich literary history grows, so do our abilities to communicate effectively within the modern world. Our 'currency' is **knowledge**, and we **progress** as writers by developing this knowledge in a cumulative way.

	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS
Year 1 and 2 KS1	Narrative Description Poetry	Explanation Reports Instructions Information		
Year 3 and 4 LKS2	Narrative Description Poetry	Explanation Reports Instructions Information	Advert Letter	
Year 5 and 6 UKS2	Narrative Description Poetry	Reports Newspaper Biography	Advertising Speech	Argument Review

Our model is informed by relevant research:

- 30 million word gap (Hart and Risley)
- the typical 6 year-old has an expressive vocabulary of approx. 2600 words and a receptive vocabulary of 20-24,000 words; 90% of known vocabulary is only encountered through reading
- 'Experts learn more...and faster' (Hirsch *Why knowledge matters*)
- Correlations between vocabulary size and life chances are as firm as any in educational research (Ofsted)

Implementation

EYFS:

At Oriel, writing starts as early as the children start Nursery. The children are encouraged and have all opportunities for mark making and experimenting with marks both, in Nursery and Reception. By teaching Phonics, the children are taught letter sounds, names and letter formations. We provide a range of stimulating equipment and resources such as clipboards with paper, colourful paper, paper with lines, big size and very small size, pictures, chalks, crayons for all ability and interest children to apply their phonic knowledge during their independent play outside and inside. We explain different prints in the environment and their possible meaning and purpose. As part of Talk for Writing the children learn stories and have the chance to write their own. Our continued provision supports the children and helps them to make progress in writing that involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

In Nursery, the children are taught to use some of their print and letter knowledge in their early writing, write some or all of their name, and write some letters accurately.

In Reception, the children are learning to form lower-case and capital letters correctly, how to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

KS1/2:

We write **for a purpose**. We do this by using **four specific authorial skills**:

to entertain **to inform** **to persuade** **to discuss**

Each **skill** can be used to produce different **forms** of writing; for example, by using the skill **to entertain**, we can create narrative, poetic and prosaic forms of writing. Within each **form**, we explore a variety of **genres**.

SKILL: to entertain

FORM: (narrative; poetry; description; play-script)

SKILL: to inform

FORM: (information; explanation; instruction; biography)

SKILL: to persuade

FORM: (speech; letter; advert)

SKILL: to discuss

FORM: (review; argument; evaluation)

(GENRE: Action-adventure, mystery, thriller, autobiographical, comedy...)

There is a **specific toolkit** attached to each **skill**- this allows us to explore structure, style and sentence-level features in detail; consequently, we have a secure, progressive platform from which to take a creative approach to teaching and embed the transferable skills that the children apply in the next phase of their learning. The said features make up a large part of our learning journeys and are evident and visible in the children's independent work.

Impact

The Writing curriculum at Oriel Academy is designed to nurture an enthused approach to, and respect of, the written word and the processes behind it. Our students, including the vulnerable, are enabled to achieve the highest possible outcomes for themselves by encountering a dynamic, stimulating and inspiring programme of study whereby the cumulative fluency provided empowers and readies our children to achieve age-related expectations and beyond.

