



Writing

Intent

Burford School aims to foster a love for writing and to cultivate proficient, confident writers who are able to express themselves clearly and effectively across a range of contexts and subjects. The writing curriculum is designed to develop creativity, technical skills, and an understanding of both purpose and audience.

The key intentions of our writing curriculum include:

- **Developing a writing identity**, encouraging every child to view themselves as a writer, capable of producing imaginative high-quality written work.
- **Using high quality texts**, so that children learn the unique styles of authors and have a desire to write in a similar style, inviting them to mimic and innovate upon these texts.
- **Making writing enjoyable** through interesting texts and subjects that ignite interest and a desire to write. Provide an exciting curriculum with meaningful writing opportunities to allow pupils to communicate their ideas and emotions.
- **Writing fluently**, for a range of purposes and audiences, showing a sound understanding of tense and punctuation alongside the rules of grammar.
- **Teaching the writing process**, including proof-reading and editing to enhance written work.
- **Vocabulary** - to develop and use a wide-ranging vocabulary to enhance writing.
- **Applying grammar and punctuation** consistently and introducing new skills relevant to the year group.
- **Developing spelling**, including common exception words linked to the National Curriculum, and understand and implement the spelling rules for their year group.

- **Developing handwriting** that is neat and legible.
- **Cross-Curricular Links:** Intertwining writing with other subjects to enhance learning coherence and to demonstrate the application of writing skills in various contexts.

Implementation

Our writing curriculum is linked to quality texts and uses key elements of the 'Opening Doors' approach (Bob Cox) for many units. Our implementation strategy includes:

- **High Quality Texts** that are used to explore language, layout, form and the intentions and style of the writer. The 'concept' of the writing is discussed and, as well as a main text, other linked texts are explored.
- **Use of Opening Doors strategies**, including image stimuli, 'taster drafts' and radial layouts.
- **Writing Processes** – Teachers lead children through a clear writing journey (see appendix 1). Pupils are supported to gather and explore ideas through imagery and vocabulary generation. They discuss the concept of the writing and its effect on the reader and how this is achieved through sentences structures and grammatical choices (relevant SPAG is practised). Linked texts are introduced and compared. Pupils then create ideas, plan, draft, proof-read and edit their work. Final pieces are published.
- **Modelled Writing and Shared Writing** - Teachers demonstrate and model explicit writing techniques, processes, and styles using think-aloud strategies and high-quality texts as exemplars. This is delivered with a focus on scaffolding, where shared writing sessions allow students to contribute and collaborate ideas in real-time.
- **Drama and Oracy** - In Key Stage 1, children are supported to become confident, imaginative writers by first developing their spoken language. Through activities such as partner discussion, role-play and hot-seating, they are encouraged to share ideas, practice sentences, explore viewpoints and build confidence in self-expression. These interactive experiences lay the foundations for success in writing. In Key Stage 2, drama is used more deliberately to strengthen communication skills, enrich vocabulary and provide inspiration before and after writing. Children also have varied opportunities across the curriculum to refine their spoken language: deepening understanding

of texts through whole-class discussions, delivering presentations, performing for an audience and taking part in debates and school assemblies and productions.

- **Grammar** - children are taught the precise grammatical terminology so that they are able to discuss and learn from the texts that they read and to enable them to explain their own choices. Grammar is taught in context, although stand-alone grammar lessons are taught if necessary.
- **Developing vocabulary** by exploring vocabulary within texts and collecting words for writing. As children progress into Key Stage 2, they are encouraged to draw upon their reading and to 'magpie' vocabulary from texts. Word walls and working walls are used to collect and display words, and word mats may be provided for children to access.
- **Editing and publishing** - In KS1, children are taught how to make simple edits and additions to their writing so that they can begin doing so more independently in Year 2. In Key Stage 2, children are encouraged to proof-read and edit their work through peer or teacher feedback, prompt sheets, editing stations and CUPS editing. Children publish final writing pieces in Publishing Books.
- **Spelling** - Floppy Phonics (EYFS and KS1) and Spelling Shed (Year 2 to Year 6) are used to teach spelling. Spelling Shed teaches rules and exceptions, alongside orthography, morphology and etymology. From Year 2 to Year 6, spelling is taught and tested weekly. Each term, children in years 2 to 6 also complete Pixl SPaG papers.
- The **Kinetic Letters Handwriting** programme is taught throughout the school from EYFS to Year 6 to develop pride in neat and legible handwriting. It promotes high expectations for written presentation and is reinforced by teacher modelling.
- **Enrichment** - To enrich the English curriculum, the school hosts regular author talks. Details regarding local and national writing competitions are advertised in the school newsletter. The school enjoys celebrating World Book Day and National Poetry Day. A school Spelling Bee takes place annually.
- **Professional Development:** Continuous professional development for staff ensures that teaching approaches are innovative and evidence-based. Over the year, staff meetings include training sessions from the Opening Doors team.

Impact

The impact of our writing curriculum is evaluated through a combination of measures that reflect the skills and attitudes of our students.

- Children are engaged in lessons and are motivated to write. They use an increasingly wide vocabulary with ambitious word choices. Work is well presented in a range of ways.
- Children are aware of and understand the writing process. This enables them to achieve well and make good progress.
- Through drama and oracy, children's communication skills are developed and children are able to articulate themselves well.
- Summative and formative assessment strategies are used throughout the year to track children's progress and give feedback. Writing is assessed and linked to Year Group TAF's. Outcomes demonstrate that pupils have the necessary skills to make progress.
- In-school writing moderations take place, as well as moderations with other local schools. Year 6 may be moderated by the Local Authority in the Summer Term.
- Pixl GaPS (Grammar, Punctuation & Spelling) test papers are completed 3 times per year and are evidenced on the school's Insight Tracking System.
- The Year One Phonics Screening Check takes place each year and results reflect the success of the Floppy Phonics programme.
- Statutory Tests (SATs) in Year 6 for SPaG and reading.
- Parents are informed of their child's progress through parent consultation evenings and End of Year Reports.
- Throughout the year, there are 'Book Looks', Pupil Voice and learning walks/drop-ins.

In summary, our writing curriculum is not only designed for skills acquisition but also aims to nurture a lifelong love for writing, ensuring that pupils leave the primary phase exceptionally prepared for the challenges of secondary education and beyond.

Appendix 1



KS1 Opening Doors Unit plan

SPaG and Reading fluency – All lessons to begin with retrieval practice of SPaG rules and exploring examples of these or practice of reading fluency questions.

Teachers to use QLAs from previous assessments to inform planning.

Inspire / Explore / Analyse

- Use image to introduce topic
 - Build vocabulary bank
 - Ask questions / give opinions
 - Make predictions
 - Slowly reveal image
- Introduce sliver of text
 - Discussion of effect on the reader and how this is achieved
 - Sentence structure investigation
 - Introduce new SPaG skills discovered in the text
 - Respond to the text.
- Reveal full model or springboard text
 - Echo/Choral Reading
 - Reading comprehension discussion
 - Whole class discussion
- Exploration of linked texts. These could be to develop vocabulary, structure or context
 - Activities/sentence level work linked to key reading/writing curriculum objectives that you would like the children to master in this unit
 - Practise of reading skills through comprehension
 - Maggie words and phrases
 - Innovating effective sentences/craft moves in texts
 - Incidental writes/shared writes



Plan / Draft

- Idea generation
 - Photo / video / audio / prop prompts*
 - Drama activities
 - Maggie words
 - Drawings/text maps
 - Reference back to texts explored as inspiration
- Plan creation
 - Story map
 - Drawings
 - Whole class mind maps
 - Class discussion
- Shared writing
 - Model / Shared write as a class
 - Use of text type specific word mats and writing supports
 - Peer pair shared writing

*Refer to training about supporting lower confidence writers for ideas.

In Key Stage 1, a unit of work may be solely focused on sentence formation or writing short compositions but maintaining focus on the effect on the reader.

Proofread / Publish

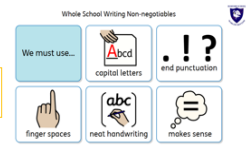
- Write and edit
 - Compose short text that demonstrates the teaching from this unit
 - Consider how text should appear on the page
 - Read aloud examples of work
 - Check whole school non-negotiables
 - Compare to excellence criteria

Objectives taught in Spelling Shed lessons and Kinetic Letters handwriting lessons to be modelled throughout Opening Doors units.

Display most useful anchor charts from lessons on working walls.

Please refer to Burford's Progression of skills document for coverage of objectives.

Refer to non-negotiables in all lessons.



Opening Doors Unit plan

SPaG and Reading fluency – All lessons to begin with retrieval practice of SPaG rules and exploring examples of these or practice of reading fluency questions.

Teachers to use QLAs from previous assessments to inform planning.

Inspire / Explore / Analyse

- Use image to introduce topic
 - Build vocabulary bank
 - Ask questions / give opinions
 - Make predictions
 - Slowly reveal image
- Introduce sliver of text
 - Discussion of effect on the reader and how this is achieved
 - Sentence structure investigation
 - Introduce new SPaG skills discovered in the text
 - Respond using taster draft
- Reveal full model or springboard text
 - Echo/Choral Reading
 - Radial layout questioning
 - Whole class discussion
 - Start to develop excellence criteria
- Exploration of linked texts. These could be to develop vocabulary, structure or context
 - Activities/sentence level work linked to key reading/writing curriculum objectives that you would like the children to master in this unit
 - Practise of reading skills through comprehension and radial layouts
 - Maggie words and phrases
 - Innovating effective sentences/craft moves in texts
 - Incidental writes/shared writes



Plan / Draft

- Idea generation
 - Photo / video / audio / prop prompts*
 - Drama activities
 - Maggie words
 - Drawings/text maps
 - Reference back to texts explored as inspiration
- Plan creation
 - Story map
 - Note taking
 - Boxing up grid
 - Mind maps*
- First Draft broken down into sections
 - Model / Shared write
 - Proofread
 - Use of text type specific word mats and writing supports
 - Peer pair initial editing
 - Read aloud examples of work

*Refer to training about supporting lower confidence writers for ideas.

Proofread / Publish

- Proofread / Edit
 - Read aloud
 - CUPs editing
 - Peer pair editing
 - Whole class editing examples
 - Compare to excellence criteria
- Publish
 - Recap layout / structure
 - Publish in a way suitable to the text type
 - Illustrate

Objectives taught in Spelling Shed lessons and Kinetic Letters handwriting lessons to be modelled throughout Opening Doors units.

Display most useful anchor charts from lessons on working walls.

Please refer to reading and writing curriculum for coverage of objectives.

Refer to non-negotiables in all lessons.

