



## Writing at Moat Farm

The English curriculum at Moat Farm Junior is tailored to the needs of our school community and provides children with the skills and knowledge needed for life in modern Britain. Our English curriculum has been designed to allow children to revisit themes from the wider curriculum and apply knowledge taught.

Planning is continuously reviewed and refined to ensure the following: it provides children with a thirst for learning which they can develop for the rest of their lives, it provides exciting and challenging opportunities for all learners to write for a purpose and most importantly, our curriculum knits our school community together and fosters an aspiration to achieve and flourish.

At Moat Farm, we believe that English is an integral part of education and society. We aim to provide a high-quality writing curriculum that teaches children how to speak and listen effectively and to write and communicate ideas effectively for a variety of audiences and purposes in order to fully prepare them for the next step of their learning journey. We are determined that every pupil will learn to write with fluency and automaticity which enables them to flourish in all aspects of the school curriculum.

We aim for our children in English to:

- Learn to structure sentences correctly, learning a range of grammatical conventions as stated in the National Curriculum.
- Become accurate spellers by developing the phonic knowledge learnt in KS1 and learning spelling rules and conventions in KS2.
- Apply their handwriting, grammatical and spelling knowledge to write creatively for a range of different audiences and purposes.

From Years 3-6, English is taught daily. A range of quality texts and film clips are used to inspire children to write creatively in a variety of text types. Children are taught to write for audience and purpose. Their work is shared and celebrated in a variety of ways.

Children are also taught to apply their writing skills in other curriculum areas such as: answering key learning questions in History, Geography and RE; evaluating their work in DT and Art and reporting their findings and conclusions in Science.

### **Substantive and disciplinary knowledge**

In writing, substantive knowledge is the ability to effectively plan, draft and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of spellings and handwriting.

Disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of audiences and purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to hear what audiences would and to make choices based on effectiveness and coherence. This teaches children to think critically and creatively and to apply substantive knowledge skills.



### **Assessment:**

Tracking children's progress throughout their school life is vital in order to measure their acquisition of knowledge and the impact of teaching. At Moat Farm, learning always starts with the children's prior knowledge and any misconceptions they may have. Teachers use formative knowledge to identify any misconceptions that arise and adapt their planning in order to address these effectively. Through independent writing, children have the opportunity to demonstrate connected knowledge held in their long-term memory.

Assessment ladders are used to track children's progress across their learning journey through school. The ladders are based on the National Curriculum objectives. Teachers annotate each child's ladder at the end of each unit and progress is updated termly. Assessment is monitored by the English lead.

### **Inclusion:**

At Moat Farm writing sessions are designed to be accessible for children of all abilities and backgrounds. Adaptations will be made to curriculum, equipment and to resources to allow all pupils with SEND to write to the best of their ability. This also includes children who are academically more able. Provision is also made for children with EAL. This provision is monitored closely by the English lead in accordance with the SENCO, Head Teacher and governors.