



Writing and Spelling

How is the Writing curriculum adapted for Lammack children?

At Lammack, we aim for our children to have excellent communication skills and these are developed through the English curriculum, where reading, oracy and writing skills all go hand in hand. The Lammack writing curriculum has been tailored to support the needs of our children, particularly the children who have English as an additional language. As such, the writing curriculum enables the children to build on the grammar, spelling and oracy skills taught in the previous year; children have the opportunity to re-visit genres and produce writing both in the English lessons and in lessons across the whole of the curriculum. Children are able to take advantage of the many short writing opportunities that they are given, as well as the longer writing opportunities. In addition to the reading, writing and oracy, the children are encouraged to take pride in the presentation of their work with opportunities for the children to practise their handwriting and develop their own personal style by the time they reach the end of Year 6. Children leave Lammack as confident writers with a solid foundation in writing on which to build as they move onto the next stage of their education and beyond.

How this subject is taught

At Lammack, we aim to develop pupils' abilities within an integrated program of Oracy, Reading and Writing. Pupils will be given opportunities to apply the requirements of English within a broad and balanced curriculum. Writing skills will be developed through quality first teaching in English and the wider curriculum. Children learn about a genre of writing and then produce a final outcome, often linked to their topic that term. The following term, the children are given the opportunity to re-visit the structural and language features of a particular genre by creating pieces of writing in the foundation subjects. Oracy is vital in aiding the children's development of writing and so 'Talk for Writing' is used throughout the school.

Foundation Stage

Foundation Stage teachers use the EYFS (Early Years Foundation Stage) documentation to provide opportunities for children to:

- Extend use of English and enhance speaking and listening skills;
- Use language through all curriculum areas;
- Become immersed in an environment rich in print;
- Develop confidence in early reading and writing skills.

Key Stage One

Children should learn to:

- Speak clearly and confidently to a range of audiences;
- Listen to others, share ideas and contribute to discussions;
- Show interest and enthusiasm towards a range of texts when reading and writing;
- Use language to explore their own and new experiences through all areas of the curriculum.



LAMMACK
PRIMARY SCHOOL

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Key Stage Two Writing

Children should learn to:

- Change the way they speak and write to suit different situations, purposes and audiences;
- Read a range of texts and respond to different layers of meaning within them;
- Explore the use of language in literary and non-literary texts and learn how the structure of language works;
- Expand knowledge of language through all curriculum areas.

Key Stage Two Spelling

In Key Stage Two, the children are provided with an overview, at the start of each half-term, detailing the key vocabulary, spelling patterns and rules to be taught and learned each week. This forms the basis of the teaching of spelling in class, which should be supplemented by the children's studies at home. For homework, the children are encouraged to not only learn the words given but to ensure they understand their meaning and are able to use the words in context. They also study other words that follow the same pattern/rule. The weekly tests show that children are able to spell the words correctly but also to recognise their use in context.

How this subject is assessed

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are. Children will complete a number of writing assessments throughout the year which inform planning and track the progress of pupils. Progress is reported to parents at parents' evenings, through mid-year progress reports, in the end of year report and through ongoing dialogue between home and school.