



Writing at Tyndale: Curriculum Overview 2021-2022

“The Best Chance of Success”



Statement of intent:

It is our intent that teaching English will provide children with a vehicle for expression and empathy. It will also allow pupils to improve communication skills and enable them to understand the spoken language gaining knowledge across the whole primary curriculum.

Many of the pupils we serve often use electronic devices to communicate, but are not adept in transferring these communication skills to written form and to different audiences and contexts. By studying Writing at Tyndale, pupils will know how to write for different audiences and purposes. They will learn to become writers for the 21st century. For example, the world is rapidly changing, so instead of teaching pupils 'how to write a letter', which is arguably a redundant skill in today's world, pupils will be taught 'to write to complain'. This may well indeed present itself in the form of a letter, but perhaps an email, or an online form. Either way, pupils are taught the skill of writing for a given purpose/audience.

What are the aims for the Writing curriculum? (i.e. What do we want students to be able to know and do by the time they leave Tyndale Primary?)

- To talk confidently about the audience and purpose of their writing
- To develop a love for creative writing
- To know that their writing can have an impact on others (such as entertain, inform and persuade)

National Curriculum: The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: - transcription (spelling and handwriting) - composition (articulating ideas and structuring them in speech and writing). It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

to entertain

to explain

to argue

to inform

Rationale: Why do students at Tyndale study writing in this way?

Pupils are taught a range of text types during their primary education. They are taught under the umbrella of the four purposes of writing: to entertain, to explain, to persuade (argue) and to inform. This enables children to develop fluency in writing different text types as well as a choice in which text type they feel is most appropriate, depending on the audience and purpose. Grammar knowledge is taught through the main teaching sequence as it is important children learn grammar in context, understanding the impact of grammar in a piece of writing, as well as how to use it creatively.



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How are Writing lessons delivered at Tyndale?

There is a whole-school approach to teaching writing whereby pupils are shown high quality models, analyse what makes these effective, then practise the key language, grammatical and structural features. They have opportunities for short burst pieces of writing before writing more independently at length. There is a strong focus of audience and purpose. This enables pupils to experience the full writing cycle. At the beginning, pupils look at good examples and model pieces of writing where they identify language and structural features in order to build a toolkit or steps to success. They then practise the core skills associated with the text type and have the opportunity to apply these to short burst pieces of writing. As a class, pupils then plan and write a text using the knowledge they have learned. They have opportunities for 'shared write' where the teacher talks through how to think like a writer. Pupils then plan and write their own independent piece, before having the opportunity to proofread, edit and publish this piece.