

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.

How to communicate using appropriate vocabulary

About Corsham and their local area

Through experiences inside and beyond the classroom

New knowledge and understanding appropriate to their age

How to keep themselves safe



The essential skills and knowledge that we want our pupils to learn by the end of:

EYFS	KS1
- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	- write simple, coherent narratives about personal experiences and those of others (real or fictional) - write about real events, recording these simply and clearly - demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required - use present and past tense mostly correctly and consistently - use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others - spell many common exception words* - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - use spacing between words that reflects the size of the letters.
LKS2	UKS2
- write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings) - create settings, characters and plot in narrative† - use speech punctuation correctly most of the time	- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) - in narratives, describe settings, characters and atmosphere† - integrate dialogue in narratives to convey character and advance the action

- use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence) - use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause) - use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been) - use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe) - spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings - write legibly and with increasing fluency, paying attention to size and spacing - maintain the use of joined handwriting2 throughout independent writing.	- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) - use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs - use verb tenses consistently and correctly throughout their writing - use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) - spell correctly most words from the year 5 / year 6 spelling list - use a dictionary to check the spelling of uncommon or more ambitious vocabulary - maintain legibility in joined handwriting when writing at speed.
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Core texts and models of excellence	Resources
High-quality core texts and models of excellence are chosen for writing lessons, which link to the termly topic. These are used as the stimulus for both fiction and non-fiction genres.	- Literacy Shed - PiXL resources - Read Write Inc. - Writing scaffolds - Word banks - Sound mats - Letter formation cards
Spelling	Writing across the curriculum
In KS2, discreet spelling lessons are taught three times a week, using PiXL resources to support this. Weekly spellings are given to pupils to practise both in school and at home. These spellings consist of statutory words, homophones and patterns, which progress across the school. In KS1, spelling is taught through Read Write Inc, however common exception words and spelling patterns are sent home and taught discreetly.	Cross-curricular writing is a powerful way to integrate literacy skills across various subjects, making learning more meaningful and engaging for pupils. Teaching a range of genres supports writing across the curriculum and we give pupils regular opportunities to develop these skills.



As a Writer leaving Regis, every child will have the skills to:

Write clearly, accurately and effectively for different purposes and readers.

Use grammar, punctuation and vocabulary effectively.

Edit and improve their writing.