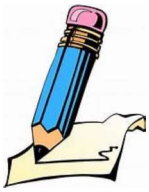
INSPIRE

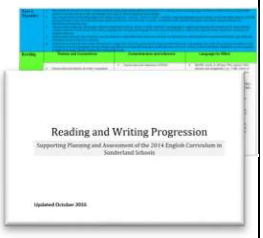
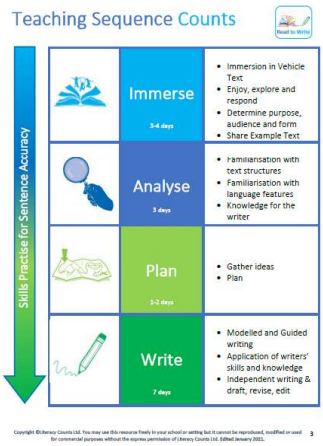
CURRICULUM

Writing



Writing

We want our children to be 'Inspired Writers'

Intent	Implementation
Intent Our aim at Burnside Academy is to encourage children to be independent writers for a range of audiences and purposes across different text types, becoming confident and effective communicators. They will amass a varied vocabulary that they can use across the curriculum and can apply spelling rules and grammatical concepts in their work. We also aim to ensure that our pupils are proud of their writing and have opportunity to see it on display and shared with others in the school and with their families. Therefore, we aim to help our children develop these skills in the following ways: • introducing and deconstructing a wide variety of model texts, covering a variety of genres • by exposing and highlighting higher level vocabulary • giving children opportunities to write for an authentic purpose • ensuring children have opportunities to talk about and plan their writing • a solid understanding of grammar and ability to use it for effect • giving children opportunity to evaluate, revise and edit their own work as well as offer feedback on the work of their peers • to be able to spell, not only the prescribed spelling words but also beyond, through the teaching of spelling rules • take pride in their work and its presentation, including their handwriting We believe that these steps will provide children with the building blocks needed for the journey to becoming a successful writer.	**Across KS1 and 2,** the programme we follow is **Read to Write** whose guidance documents are designed to deliver the statutory elements of the National Curriculum Programme of Study for English**.** This programme supports teachers in planning lessons through children's high-quality literature (Vehicle Texts) and centres on engaging, vocabulary-rich texts, with a wealth of writing opportunities. The 'Episodes of Learning' or units of work, are clear and sequential and are a planning aide. However, they are **not individual lesson plans.** Lessons must still be informed by the teacher's own knowledge of gaps within the class ensuring the needs of the children are met. Each 'Episode of Learning' will be used in conjunction with the Reading and Writing Progression Document where all learning objectives will be taken from. Some of the selected texts have a strong link to the Science, History and Geography taught across the key stages but do not necessarily link to what children will be learning at that particular time in the term. **Long Term Planning** The long term planning document outlines the key writing outcomes for fiction and non-fiction writing in each year group. As well as word, sentence, text and punctuation levels. It has been designed with a clear line of progression therefore it provides continuity.  **Medium Term Planning** The Reading and Writing Progression Document will be used to support with the planning and assessment of the Read to Write units and without the learning objectives in terms of how they are related to a specific genre. This will include reading objectives as well as grammar, punctuation and spelling and will ensure full coverage within all areas of literacy.  **Steps in Learning**  Teaching Sequence Counts Skills Practise for Sentence Accuracy Immerse Analyse Plan Write The teaching cycle for a writing unit last approximately 21 days. The sequence follows**: Immerse, Analyse, Plan, Write.** This framework for moving through the teaching sequence is a guide and can be flexible. **Immerse phase:** Allows children to enjoy, explore and respond to key words and phrases verbally and written. Identifies the purpose of a text, audience and form. Then example text can be used to demonstrate this. **Analyse Phase:** Familiarisation with text structures and analyse of language then identify, justify and reason its purpose. This will develop the childrens' writer knowledge of key skills and will be evidenced through sentence work. **Planning Phase:** Organises the knowledge the children have acquired and chunks ideas and skills together to form paragraphs. **Writing Phase:** Children will now use their plans, the example text and their own and class notes to write their paragraphs over a period of time. This will include the teaching of missing gaps in the editing phase ready for redraft.

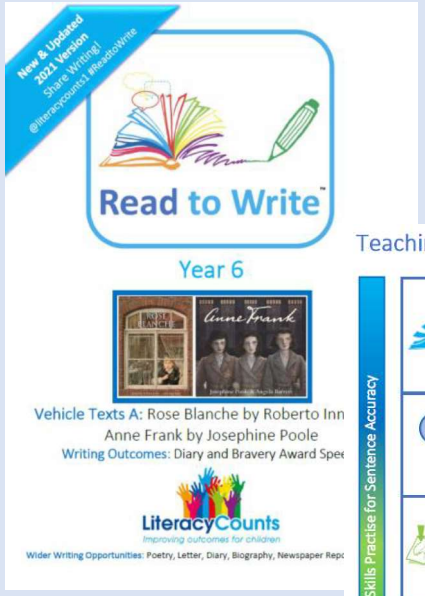
Important Links & Documents-

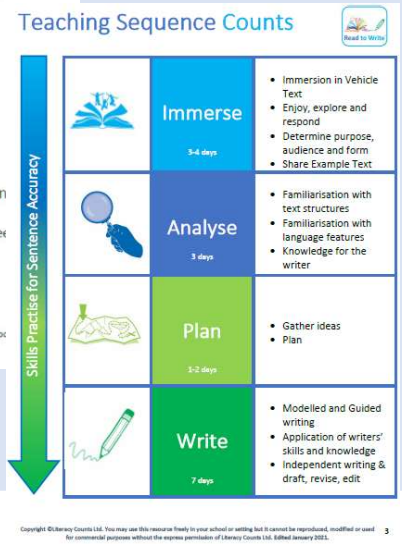
Whole Class Reading Curriculum:

Includes: Whole school coverage

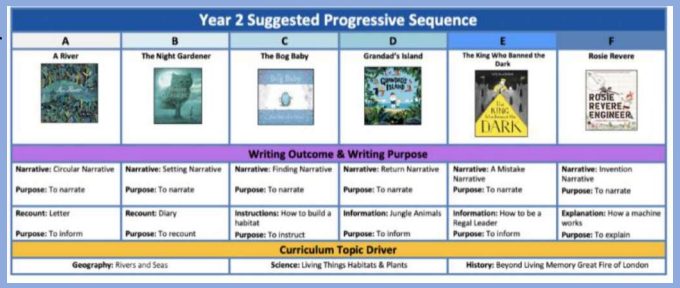
Timetabling

Ideas for teaching



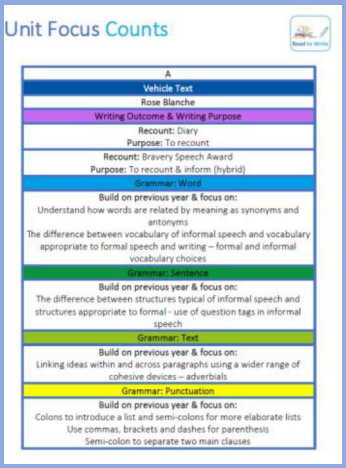


Each half term, a picture book or graphic novel is shared alongside the writing unit as a vehicle text. The learning within sessions is then based around the text.





Episodes of learning are provided for all units and can be used as a basis for planning.



The texts are progressive across the year and across year groups and provide staff with ideas based around the grammar in context that could be taught at each point.



Spelling

We want our children to be 'Inspired Writers'

Intent	Implementation
Intent In order to be successful writers, children need to be competent spellers and have the strategies to be able to spell new vocabulary. At Burnside, we are dedicated to nurturing competent and independent spellers among our students through a systematic approach to the teaching of spelling. By integrating systematic spelling instruction with a focus on phonics, vocabulary development, and writing practice, we aim to build a strong foundation in spelling skills. Our approach emphasizes the importance of understanding spelling patterns and rules, encouraging students to apply these principles confidently in their everyday writing. Through interactive lessons, personalized support, and consistent practice, we strive to cultivate a love for language and empower our students to become proficient, self-reliant spellers.	 At Burnside Academy, we follow the Read Write Inc Spelling scheme. Spelling builds upon the phonics which pupils are taught in KS1. Once pupils have completed the Read, Write, Inc. Phonic programme, they will learn to develop their spelling skills using the Read, Write, Inc. Spelling scheme. Children focus on one spelling pattern, or rule, for a number of sessions over a week and develop their confidence and understanding of the words along the way.  Each unit follows the same pattern, allowing the children to focus solely on learning and understanding the spellings rather than learn how to do new activities. **Statutory Spelling Lists** The children are taught the words from the statutory list from the National Curriculum. These are called orange words in Read Write Inc Spelling. The word-lists for years 3 and 4 and years 5 and 6 are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate. 



Handwriting

We want our children to be 'Inspired Writers'

Intent	Implementation
Intent At Burnside Academy, we are committed to ensuring that our students develop neat, legible, speedy, and accurate handwriting skills.	Across EYFS and Key Stage 1, we use the Read, Write Inc Phonics programme to support the teaching of letter formation. Across Key Stage 2, we use the Berol Handwriting Scheme. In Year 3, we begin teaching the four basic joins in handwriting in discrete handwriting sessions, which we encourage to be used in all literacy-based outcomes. In Years 4, 5 and 6 we encourage the use of consistent, legible joined handwriting, which increases in speed and accuracy as children move through Key Stage 2.