



Writing is hard. We understand that. Therefore, in an attempt to mitigate the difficulty and stress it sometimes provokes in our pupils, here at Naunton Park we follow a learning pathway that we believe allows for a supportive road through its complexities. We endeavour to carefully unlock its structures and give children the ability to form their thoughts into words on paper in an accurate, entertaining and fluid way.

At Naunton Park our Challenge Curriculum combines learning into termly cross-curricula Leading Questions based on different subject areas each term. At the beating heart of this Challenge Curriculum is our Leading Literature which drives our writing journey throughout the school. This Leading Literature is carefully selected and discussed by our teaching teams and reviewed when necessary. These rich and vibrant stories and non-fiction texts enable rigorous teaching of the skills of writing through the Talk 4 Writing (T4W) method which is consistent throughout the school from EYFS to Year 6. It forms the backbone to our teaching of writing from internalising story structures; to short, practise writing sessions; to longer in-depth, 'innovation' pieces that combine all their emerging skills.

Cross-curricular writing is encouraged across all subjects wherever possible. Teachers plan 'writing' lessons to support and enhance children's knowledge and learning in subjects such as History, Science, Geography etc. The same expectations of content, grammar, punctuation, handwriting and spelling exist as would apply in a typical English lesson. Research skills, note-taking and précis are also taught alongside other subjects.

Texts are chosen primarily for content and interest as well as for diversity. Using these texts, in conjunction with the National Curriculum's Scheme of Work, ensures that with every unit we are building on the children's knowledge of writing as well as the wider world. (Our text lists can be found on this site.)

As the name of our Naunton Park curriculum suggests, we choose texts that will challenge, but also engage, our pupils. We ensure that our T4W approach is inclusive and accessible to all through our rigorous planning and our philosophy that all children have the right to equal access to all teaching and learning. We ensure necessary scaffolding, pre-teaching and resources to support all pupils and facilitate their access in line with their individual needs and My Plans whilst ensuring that all pupils receive the same Quality First Teaching.

In order to map children's Writing progress, we focus on steady and consistent acquisition of depth of knowledge. We believe that these three foundations – engaging initial content; repetition; and consolidation over time - lead to greater fluency of knowledge and recall and therefore success.

Underpinning our Challenge Curriculum is a strata of assessment strategies including, most powerfully, on-going formative assessment. This includes the continual, informal checking of children's learning against the Standards for their year group; the use of Cool and Hot writing tasks at the start and end of each new unit of work when individual children's targets are set and assessed; and our Writing Journey books which they complete 3 times a year and which show a child's writing progression from EYFS to the end of Year 6. These books are cherished by the children who feel a sense of pride in their achievements whenever these books are used.

So, yes, writing is hard. But we have thought deeply and systematically about how to lead our pupils through this difficult pathway so that they emerge at the end of Year 6 as writers and are able to recognise themselves as such.