



The curriculum has been conceived, taught and will be experienced by all pupils across each Key Stage, regardless of their academic ability, SEND or starting point. By the time pupils leave Phoenix, they will be able to know more and do more. They will write effectively for a range of purpose and audience, selecting language that shows good awareness of the reader.

Each pupil will become competent writers, who can use age appropriate language, vocabulary, sentence structure, style and fluency. They will have a thirst for writing a range of genres/ outcomes and text types, including poetry and traditional tales, editing and improving their own and others work with confidence.

Writing is a crucial part of our curriculum at Phoenix, for our children, regardless of their starting point or external challenges to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word throughout the child's school career. We do this with the six strands within our planning, skilled adaptive teaching and our deliberate use of consistent cycle and lesson format, the children develop their independence through questioning of the skills modelled throughout.

We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. At Phoenix, we set high expectations for all our children to take pride in their work, challenging themselves to improve and achieve their very best.

In order to help us to develop confident and enthusiastic writers who can express themselves in a number of styles across a variety of different contexts and produce a range of genres / outcomes, writing is often taught across the curriculum and linked directly to our Foundation, Art, DT, Science and Reading lessons. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts. At the end of each cycle, children are encouraged to publish their work in a variety of ways, which are then shared and celebrated across the school.

Children learn spellings at home each week and these are tested in school. Additionally, spellings from National Curriculum are taught within each writing cycle, ensuring key /topic words are always deliberately used within the children's writing . Children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps and aid in making consistent progress.

Through the teaching of our clear and concise cycle, children use the six strands within their learning to support their own development of their metacognition. The use of supportive resources such as knowledge organisers empower the children to work with more independence within the zone of proximal development.



Pupils make good progress from their own personal starting points. Throughout the key stages' children will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

Pupils enjoy writing and the opportunities that are made available to them; they are happy and confident to talk about their learning. They are proud of their writing achievements and love seeing their written work on display. Presentation is valued and is of a high standard.

Our children use an ambitious range of vocabulary across all subjects which have written elements /tasks. They are, therefore, able to write for different purposes and can use the features of different genres across the curriculum. Children are independent in their writing, using strategies taught and the resources provided in their classrooms.