



Be all you can be
Hayes School

Writing at Hayes: Subject Story



Be all you can be
Hayes School

The Hayes Curriculum Vision Statement

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to 'think' in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



Be all you can be
Hayes School

Intent: Writing

Intent

Our primary aim, at Hayes, is to ensure that every child leaves us as a fluent, confident and enthusiastic writer.

The National Curriculum for English aims to ensure that all pupils:

- Develop competence in transcription.
- Develop competence in composition.
- Plan, revise and evaluate their writing.
- Write down ideas fluently.
- Organise their thoughts coherently.
- Have an awareness of audience, purpose and context.
- Have an increasingly wide knowledge of vocabulary and grammar.
- Have fluent, legible and, eventually, speedy handwriting.



Be all you can be
Hayes School

Implementation: Writing

- Quality texts are used to provide a stimulus as well as a model for writing.
- Teachers model the transcription and composition skills required for effective writing.
- Children are encouraged to write collaboratively through all areas of composition from planning to evaluation.
- A working wall in each classroom provides prompts to support children when writing independently.



Be all you can be
Hayes School

Substantive Knowledge	Disciplinary Knowledge
<p>Spelling rules Grammar rules Punctuation rules Writing techniques</p>	<p>Encoding Sentence Construction Paragraph Construction Cohesion</p>

Removing Barriers to the Writing Curriculum for children at Hayes

- A scaffolded approach to the planning sequence supports all learners: modelled and shared writing, ELF: ELF, working walls providing prompts such as vocabulary and reminders of taught features.
- 1:1 writing conferences, where pupils require additional support to progress.
- A clear success criteria and next steps.
- Vocabulary triangles support writing in the driving subject for each Learning Experience.
- ISPs for SEND pupils ensure that writing tasks are closely matched to need.



Be all you can be
Hayes School

Example of vocabulary for a Learning Experience: Nursery

Emotions	Support your child to use other words to express themselves.
Mr Happy	cheerful, content, joyful
Little Miss Shy	bashful, timid, self-conscious
Mr Worry	nervous, anxious, fret
Little Miss bossy	overbearing, leading, unkind
Mr Grumpy	mad, cross, cranky



Be all you can be
Hayes School

Example of vocabulary for a Learning Experience: Reception

Tier 1	Tier 2	Tier 3
tractor	combine harvester	cultivator
farmer	harvest	plough
corn	incubator	soy
barn	grain	mill
crops	graze	silo
fruit	orchard	livestock
vegetables		



Be all you can be
Hayes School

Example of vocabulary for a Learning Experience: Year 2

Vocabulary	
Living	alive
Classification	a category into which something is put
Reproduces	Produce a copy of
Habitat	the natural home or environment of an animal, plant, or other organism.
Microhabitat	a habitat which is of small or limited extent and which differs in character from some surrounding more extensive habitat
Savannah	a grassy plain in tropical and subtropical regions, with few trees
Food chain	a series of organisms each dependent on the next as a source of food
Predator	an animal that naturally preys on others
Shady	situated in or full of shade
Seasons	each of the four divisions of the year (spring, summer, autumn, and winter) marked by particular weather patterns and daylight hours, resulting from the earth's changing position with regard to the sun.



Be all you can be
Hayes School

Example of vocabulary for a Learning Experience: Year 4

Vocab Dozen	Meaning
atmosphere	Layers of gases that surrounds the Earth.
chemical	A mixture of different substances that has normally been prepared by humans for use in our daily lives. Some chemicals can be dangerous.
climate	The usual weather conditions normally expected of an area.
climate change	Long-term changes of a climate due to human activity.
consumer	A person who buys goods.
distribution	The way in which a producer is able to get their goods to a consumer.
ecosystem	A community of living things that constantly interact with each other.
energy	Power that comes from renewable or non-renewable sources.
environment	The natural world as a whole or a particular area, that can be affected by human activity.
pollution	The presence of substances or chemicals in an environment that is harmful or poisonous.
producer	A person, company or country that grows or produces goods to sell.
tamarind tree	A tree that produces fruit in Africa.



Be all you can be
Hayes School

Example of vocabulary for a Learning Experience: Year 6

Vocab Dozen	
deforestation	the clearing, or cutting down, of forests.
palm oil	an edible vegetable oil derived from the mesocarp (reddish pulp) of the fruit of the oil palms, primarily the African oil palm
plantation	a large farm which is specialized on farming one type of crop
habitat	a place that an animal lives. It provides the animal with food, water and shelter
sustainable	a process, resource or state can be maintained at a certain level for as long as is needed
small holder	a person who owns or manages an agricultural holding smaller than a farm
biodiversity	the variety of living things in a given place—whether a small stream, an extensive desert, all the forests in the world, the oceans, or the entire planet—is called its biodiversity , which is short for biological diversity.
endangered species	a group (population) of plants, animals or other organisms that is in danger of becoming extinct
conservation	the protection of things found in nature
Borneo and Sumatra	the Southeast Asian islands of Borneo and Sumatra , located on the Equator, are home to some of the world's most diverse rain forests and Southeast Asia's last intact forests



Be all you can be
Hayes School

Impact of our writing provision

If you walked in on a Hayes writing lesson, you would see:

- Children discussing and evaluating models of writing and how effects are created.
- Children using whiteboards for collaborative writing.
- Children accessing the working wall independently to support their writing.
- Peer and self evaluation of writing used to improve and edit final drafts.
- Children taking care with handwriting and presentation.
- Children using word banks and dictionaries to check spellings.

Our destination as *Writers* at Hayes:

Develop a fluent form of writing which coherently expresses their thoughts, regardless of the audience, purpose or context.



Be all you can be
Hayes School

The Hayes Values

Our six values are embedded in all areas of school life and in our reading provision.

Responsibility - ensuring that writing is edited carefully.

Success - using taught skills in independent writing.

Aspirations - aiming to write at the level of models provided.

Resilience - editing and proofreading.

Discovery - new words writing styles.

Friendship - working collaboratively in compositions.



Be all you can be
Hayes School

Frequently Asked Questions

Q: Are the objectives of the curriculum clear?

A: Each year group follows the National Curriculum in all areas of writing.

Q: Does the curriculum align with national policy and statutory requirements?

A: Statutory assessment grids are used in Years 2 and 6 to assess writing both summatively and formatively to identify gaps for teaching.

Q: How do you know the curriculum is working?

A: Phase meetings regularly review and moderate writing. INSET time is given each term to moderate and SLT check books on a regular basis. For Years 2 and 6, moderation is organised with other schools in addition.

Q: Why is the curriculum right for your children at this time?

A: Speech and language is an issue for our school community on entry at EYFS. For this reason, writing is carefully scaffolded and a mixture of modelling and shared writing is used to support writing development.



Be all you can be
Hayes School

Frequently Asked Questions

Q: What are the strengths of your curriculum subject?

A:

Q: What are the areas of the curriculum that might need development?

A: Spelling

Q: How effectively are curriculum policies and plans translated into practice?

A: Weekly INSETs and the use of Iris Connect make it relatively easy to demonstrate innovations to practice. The same systems also support monitoring. Books are also checked regularly through phase, whole staff and SLT meetings.

Q: How is progress and attainment measured?

A: Evidence gathering grids (provided via Babcock) are used to make judgements about writing. These are moderated as above.