



VISION

We want all children to develop an enjoyment and understanding of writing. The Coppice uses a whole-school approach to teaching English, which adheres to the principles of Pie Corbett's 'Talk for Writing' process. 'Talk for Writing' is powerful because it enables children to imitate the language they need orally before analysing it and writing their own.

Talk for Writing is underpinned by a simple idea: that children can't write sentences unless they can say them, and they can't say them unless they have heard them. Talk for Writing allows children to learn texts orally, so that they can tell stories fluently, argue, instruct, discuss or explain, while building up a bank of language that they can then use to write their own versions. A Talk for Writing unit involves three key stages: imitation, innovation and independent application.



DESIGN

Our English curriculum has been designed so that children's knowledge and habits are developed cumulatively over their journey through our school.

Our curriculum is designed so that EYFS and Key Stage One lessons focus on extensive and effective practice of transcription skills like spelling and handwriting, as well as using our Talk for Writing models to ensure a strong focus on sentence-level composition.

In Key Stage Two we maintain the focus on extensive practice of transcription and sentence work, while learning different text types, genres writing toolkits, which are revisited each year and explored in greater depth each time.

CONTENT

Writing is a cognitively demanding activity — deciding what to say, which words to use, how to spell them, which order to place the words in — and that's just at sentence level! Writing a paragraph, essay or story requires even more decision making, planning and analysis. As a result, our curriculum is designed to ensure that children achieve 'fluency in the fundamentals' during the Early years Foundation Stage and Key Stage One. Our provision in these year groups still follows the Talk for Writing process but the number of units is significantly reduced to ensure that new knowledge and skills can be introduced in small steps with plenty of practice and feedback, particularly relating to handwriting, spelling and sentence construction.

In Key Stage Two, our English curriculum is designed to empower children with the knowledge to write creatively for a range of audiences and purposes. To facilitate this, our writing units have been mapped out so that children will learn 10 main story plots (e.g. warning stories, rags to riches) before weaving these plots together to create hybrid plots in Upper Key Stage Two. These story structures are 'boxed up' and act as a model for children to innovate and create their own stories. We also ensure that children develop their skills for five key story 'tool kits' (openings & endings, settings, suspense, characterisation, dialogue). These toolkits give children a repertoire of techniques for writing each feature successfully; they are revisited every year, progressively working towards more nuanced and complex understanding.

Additionally, nonfiction text types (writing to inform, instruct, persuade, recount, explain or discuss) have been carefully sequenced so that they are encountered every two years with extra layers of complexity being added to the structure and 'tool kit' each time.

Grammar is taught in the context of real texts and focuses heavily on *why* writers use these different parts and how they help to improve their writing.

Spelling is taught explicitly and extensively using the 'Sounds & Syllables' approach. This is a logical approach to practising spelling that is based around a five-step sequence (say it, snip it, spell it, target tricky parts and link to other words). It builds on children's existing knowledge of phonics, teaching them the rarer sound-spelling correspondences while revisiting previous code knowledge. Additionally, Sounds & Syllables uses the morphology and etymology of words to explore their spellings in depth, draw connections between spellings and to make them more memorable.