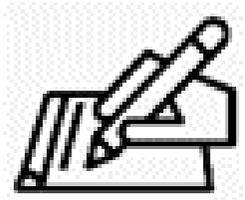


WRITING at Shelton Junior School

Our WRITING curriculum aims to develop pupils' understanding of and confidence in using writing key skills, enabling them to write independently for a variety of audiences and purposes within different subjects. Through analysis and discussion of high-quality texts, children will learn how to 'read as writers' and 'write as readers'. Using their Reflector Superpower, children will strive to improve their writing throughout the drafting, editing and publishing process. Most importantly, we aim to promote a love of writing using creative, engaging 'hooks' and purposeful contexts.



<p>At Shelton Junior School, our POWER curriculum gives us the</p> <p>Power to achieve our dreams, and the</p> <p>Orary skills needed to be successful.</p> <p>We are kind to each other and care for our school, community & planet.</p> <p>Everyone is equal and treated with respect.</p> <p>Reading for knowledge and pleasure gives us the POWER to succeed!</p>				<p>Our Shelton Superpowers underpin all aspects of school life as we seek to nurture these qualities in all children in our care:</p> <p>Perseverer - resilience</p> <p>Reflector - reflectiveness</p> <p>Investigator - curiosity</p> <p>Thinker - concentration</p> <p>Collaborator - collaboration</p>	
<p>Power to achieve our dreams</p>	<p>Oracy skills</p>	<p>We are kind and caring</p>	<p>Everyone is equal</p>	<p>Reading</p>	
<ul style="list-style-type: none"> ◆ Faculty INSPIRE days provide exciting, real-life writing opportunities ◆ Links to other curriculum areas ◆ Links with (local) authors to recognise achievements and inspire ◆ High-impact teaching of basic skills: phonics, spelling (Spelling Shed), handwriting, grammar (Rainbow Grammar) & punctuation 	<ul style="list-style-type: none"> ◆ 'Word of the Day' practised in context ◆ Reading as a reader/writer (T4W) ◆ Rainbow Grammar ◆ Vocabulary jotters used to 'magpie' and plan use of ambitious vocabulary ◆ Working walls include vocabulary, including linked to topic ◆ Debates, discussions, role play 	<ul style="list-style-type: none"> ◆ A wide range of writing opportunities give children the skills to make a difference to their school, community and the wider world ◆ Paired writing and peer editing opportunities encourage kindness and collaboration 	<ul style="list-style-type: none"> ◆ All children have access to the age-related writing National Curriculum through differentiated support, guided writing and scaffolds ◆ In-class teacher/TA support ◆ Vocabulary pre-teaching ◆ Phonics intervention and differentiated spellings ◆ Small group interventions 	<ul style="list-style-type: none"> ◆ Reading as a reader/writer ◆ Vocabulary jotters used to 'magpie' and plan use of ambitious vocabulary ◆ High-quality, age-appropriate and diverse range of fiction and non-fiction texts used as models/stimuli—Reading Spine/Power of Reading 	
<p>Writing Concepts</p> <ul style="list-style-type: none"> ◆ Text structure (fiction/non-fiction) ◆ Sentence construction ◆ Word/language ◆ Grammar and punctuation terminology (Rainbow Grammar) ◆ Composition ◆ Handwriting and spelling 				<p>Writing Content</p> <p>Children will write a range of non-fiction texts for a variety of audiences:</p> <ul style="list-style-type: none"> ◆ Non-chronological reports, recounts, instructions, biographies, persuasive pieces, explanations and discussions <p>In addition, children will also construct a variety of fiction pieces:</p> <ul style="list-style-type: none"> ◆ Character/setting descriptions, suspense stories, meeting tales, journey/quest stories, portal stories, defeating the monster tales and poetry 	