



Curriculum Intent:

Rationale: For our Writing curriculum, a theme-based approach is implemented, which is then adapted to meet different needs. Learners are exposed to a range of text types that open up their understanding of the world. Learning to identify and write different texts is supported by a talk4Writing based approach, with a focus on students learning texts in depth and eventually, adapted their own ideas into their writing. At its core, students are encouraged to use their writing to express their thoughts, with those more able learners developing their expression through text specific formats. Students move through outcomes based on Highshore steps, adapted ELG and an adapted National Curriculum.

Communication

Independence

Self help

Complex

Composition: Students are given the opportunity to develop their expression and understanding of the world through a range of themes and text types.

Handwriting and Transcription: Students are taught to write and spell functionally, based on what they need to learn to support them later in life. Whilst they may not always be accurate, students are expected to be consistent.

Vocab, grammar and punctuation (VGP): Students are taught basic rules and a range of vocabulary to develop a wide awareness of language to support them in life.

Less complex

Composition: Students are introduced to a wide range of fiction/non-fiction text types to help them develop their written expression and understanding. They are given the opportunity to write under different text types, as per their written purpose.

Handwriting and Transcription: Our less complex students are also taught to write and spell functionally, with a greater degree of accuracy and consistency.

Vocab, grammar and punctuation (VGP): Students develop a wide range of vocab and language rules, applying to both life and potentially higher academic qualifications.

Most able

Composition: Our most able students are exposed to a wide range of text types, understanding the purpose of different text types and learning to apply their structure as appropriate.

Handwriting and Transcription: Our most able students are taught to write and spell accurately, applying their understanding to life as well as higher academic qualifications.

Vocab, grammar and punctuation (VGP): Our most able use an extensive understanding of VGP to apply to everyday life skills but also prepare them for their next phase of education.

At Highshore we are all **equal**. We are **fair**, we are **kind** and we treat others as we want to be treated. Our values underpin our approach to all learners and all curriculum areas. That way, we ensure that everyone is able to access, progress and input into the enriching and progressive experiences our curriculum has to offer.

KS5
KS4
KS3

Curriculum Overview (Implementation)

In KS5, students focus on learning text types that will support them in their next phase of education or at work. Those identified students will also enter relevant qualifications. A shift to more presentation based 'text-types' takes place for our eldest students in their leaving year.

Students are also entered in Entry level exams where appropriate.



Y12: Autumn
Theme: Hopes and Dreams
Text-type: CV writing
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3

Y12: Spring
Theme: That's not fair
Text-type: Argument/Persuasion
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3

Y12: Summer
Theme: In the City
Text-type: Information booklet
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3

Y13: Autumn
Theme: Hopes and Dreams
Text-type: CV writing
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3

Y13: Spring
Theme: That's not fair
Text-type: Argument/Persuasion
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3

Y13: Summer
Theme: In the City
Text-type: Information booklet
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3

Y14: Autumn
Theme: Hopes and Dreams
Text-type: CV writing and interview
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3

Y14: Spring
Theme: That's not fair
Text-type: Debating
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3

Y14: Summer
Theme: In the City
Text-type: Presentation
Complex: Highshore Step 6
Fine motor: ELG
Composition: ELG
LC/MA:
Composition: Y3



KS5
KS4
KS3



Curriculum Overview (Implementation)

In KS4, students continue to develop their writing skills, through a broadening range of text-types. Themes begin with a focus on themselves, to relationships and then to the wider world. Students are expected to demonstrate more independence with their writing.

Students follow a Talk4Writing adapted approach to learning texts, based on need.

Students are also entered in Entry level exams where appropriate.



Y10: Autumn
Theme: Me, myself and I

Text-type: Diary -Recount (non-fiction)
Complex: Highshore Step 5
Fine motor: ELG
Composition: ELG

LC/MA:
Fine Motor: Y2
Composition: Y2

Y10: Spring
Theme: Best friends

Text-type: Newspaper report - Explanation (non-fiction)
Complex: Highshore Step 5
Fine motor: ELG
Composition: ELG

LC/MA:
Fine Motor: Y2
Composition: Y2

Y10: Summer
Theme: Going on a journey

Text-type: Narrative (Fiction)
Complex: Highshore Step 5
Fine motor: ELG
Composition: ELG

LC/MA:
Fine Motor: Y2
Composition: Y2

Y11: Autumn
Theme: Me, myself and I

Text-type: Instructions (non-fiction)
Complex: Highshore Step 5
Fine motor: ELG
Composition: ELG

LC/MA:
Fine Motor: Y2
Composition: Y2

Y11: Spring
Theme: Best friends

Text-type: Letter writing (non-fiction)
Complex: Highshore Step 5
Fine motor: ELG
Composition: ELG

LC/MA:
Fine Motor: Y2
Composition: Y2

Y11: Summer
Theme: Going on a journey

Text-type: Narrative (Fiction)
Complex: Highshore Step 5
Fine motor: ELG
Composition: ELG

LC/MA:
Fine Motor: Y2
Composition: Y2



KS5
KS4
KS3

Curriculum Overview (Implementation)

In KS3, students begin with a focus on themselves and descriptive language. They move onto Narrative based text types to support their understanding of sequence and text format. They then move onto more formal non-fiction text types. Students follow a Talk4Writing adapted approach to learning texts, based on need.



Y7: Autumn
Theme: Back to school
Text-type: Descriptions/Recount (Non-fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1

Y7: Spring
Theme: Once upon a time...
Text-type: Traditional tales (Fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1

Y7: Summer
Theme: Our planet
Text-type: Recount (Non-fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1

Y8: Autumn
Theme: My background
Text-type: Likes/dislikes/Recount (non-fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1

Y8: Spring
Theme: Once upon a time...
Text-type: Fairy Tales (Fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1

Y8: Summer
Theme: Our planet
Text-type: Recount (Non-fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1

Y9: Autumn
Theme: My background
Text-type: Recount – Diary (Non-fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1

Y9: Spring
Theme: Once upon a time...
Text-type: Narrative (Fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1

Y9: Summer
Theme: Our planet
Text-type: non-chronological report (Non-fiction)
Complex: Highshore Step 4
LC/MA:
Fine Motor: ELG
Composition: ELG/Y1



Highshore

Baseline assessments

Revisiting of skills

End points

To summarise our end points, the following sequence of knowledge and skills is in the table below. These are the end points for each Key Stage, for each cohort. The end points themselves follow.

	KS3	KS4	KS5
Complex	Highshore Step 4 (Cognition and Learning Strand)	Highshore Step 5 (Cognition and Learning Strand) ELG (Step 1,2, 4 and 5)	Highshore Step 6 (Cognition and Learning Strand) ELG (Step 3 and 6)
Less Complex/ More Able	ELG and Year 1 National Curriculum	Year 2 National Curriculum Entry 1 for appropriate students	Year 3 National Curriculum Entry 1 and 2 for appropriate students

Key Stage		Starting point/ Baselines	Writing End points	Check -ins / Revisiting of skills
3	Complex:	Highshore steps (Cognition and Learning)	<p>Highshore Steps (Cognition and Learning) Step 4 Early Writing:</p> <p>I can copy a word with visual reference I can write a word through dictation I can label an object, picture or other stimulus correctly I can copy a simple sentence and read back I can write a simple sentence through dictation</p>	<p>Outcomes throughout KS3 are revisited within each term. For example, if a student learns how</p> <p>as part as their outcomes it will be revisited as part of their scheme each following term.</p> <p>This will also be labelled in our bespoke schemes of work in the pre-requisite section.</p>
	<p>Less Complex:</p> <p>More able:</p>	ELG NC Y1/2	<p>ELG Fine motor:</p> <p>Step 1: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases Step 2: Use a range of small tools, including scissors, paint brushes and cutlery Step 3: Begin to show accuracy and care when drawing</p> <p>ELG Writing:</p> <p>Step 4: Write recognisable letters, most of which are correctly formed Step 5: Spell words by identifying sounds in them and representing the sounds with a letter of letters; Step 6: Write simple phrases and sentences that can be read by others</p> <p>Year 1 Writing Spelling I can name the letters I can use spelling rules for -s, -es, (prefix) un-, -ing, -ed, -er and -est</p>	

**Year 1 Writing Composition
(Imitation)**

I can write sentences by composing a sentence orally
I can write a sentence and re-read to check it makes sense, across a range of text types

(Innovation)

I can discuss what I have written with teachers or other pupils

(Independence)

I can read aloud my writing clearly enough to be heard by peers and the teacher, recognising errors

All students:

Termly written assessments

Handwriting

VGP

I can recognise and use (with occasional prompts):

- Spaces
- Joining words and clauses using 'and'
- Capital letters and full stops
- Question mark
- Exclamation point

Key Stage		Starting point/ Baselines	Writing End points	Check -ins / Revisiting of skills
4	Complex:	Highshore steps (Cognition and Learning)	<p>Highshore Steps (Cognition and Learning) Step 5 Early Writing:</p> <p>I can write in an appropriate size I am consistent with capitals of names I start my sentence with a capital I use appropriate spacing between words My sentences contain capital letters, spaces and full stops</p> <p>ELG Fine motor:</p> <p>Step 1: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases Step 2: Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>ELG Writing:</p> <p>Step 4: Write recognisable letters, most of which are correctly formed Step 5: Spell words by identifying sounds in them and representing the sounds with a letter of letters;</p>	<p>Outcomes throughout KS4 are revisited within each term. For example, if a student learns how</p> <p>as part as their outcomes it will be revisited as part of their scheme each following term.</p> <p>This will also be labelled in our bespoke schemes of work in the pre-requisite section.</p>
	Less Complex: More able:	ELG NC Y1/2	<p>Year 2 Writing Spelling Add suffixes to spell longer words including -ment, -ness, -ful, -less and -ly Write from memory simple sentences dictated by teachers including sight words and known punctuation</p> <p>Composition (Imitation)</p>	

		<p>I can develop positive attitudes and stamina for writing by writing</p> <ul style="list-style-type: none"> - Narratives about personal experiences and the experiences of others - Writing about real events in different text types e.g, diary or recount - Write for different purposes, e.g, to entertain, inform or expression <p>(Innovation)</p> <p>I can consider what it is I am going to write by</p> <ul style="list-style-type: none"> - Planning my text - Record key ideas, words or new vocabulary - Write a text type by following a sentence by sentence plan <p>Independence</p> <p>I can make simple additions, revisions and corrections to my own writing by</p> <ul style="list-style-type: none"> - Evaluating my writing based on a criteria - Re-reading to check for errors - Ensure correct use of verbs <p>I can read aloud what they have written with appropriate intonation to make the meaning clear</p>	
All students:	Termly written assessments	<p>Handwriting</p> <ul style="list-style-type: none"> - Lower case letters - Upper case letters <p>VGP</p> <p>I can correctly use:</p> <ul style="list-style-type: none"> - Full stops - Capital letters - Exclamation and question marks - Commas 	

- Apostrophes

I can recognise and use the following sentences:

- Statements
- Questions and exclamations
- Commands
- Expanded noun phrases e.g, the blue butterfly
- Present and past tenses correctly

Exams

Entry 1

Scope of study Text: this should include short simple texts such as messages and notes.

Spelling, punctuation and grammar

- 11.Punctuate simple sentences with a capital letter and a full stop
- 12.Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
- 13.Use lower-case letters when there is no reason to use capital letters
- 14.Write the letters of the alphabet in sequence and in both upper and lower case
- 15 Spell correctly words designated for Entry Level 1 (see Appendix) 7 Writing composition
- 16.Communicate information in words, phrases and simple sentences

Key Stage		Starting point/ Baselines	Writing End points	Check -ins / Revisiting of skills
5	Complex:	Highshore steps (Cognition and Learning)	<p>Highshore Steps (Cognition and Learning) Step 6 Early Writing:</p> <p>I can type my name I can type all 26 letters I can type a sentence, with visual support I can type a single sentence</p> <p>ELG Fine motor:</p> <p>Step 3: Begin to show accuracy and care when drawing</p> <p>ELG Writing:</p> <p>Step 6: Write simple phrases and sentences that can be read by others</p>	Our learners in KS5 shift towards an even more functional curriculum that draws upon the tools and skills they have learnt in previous key stages that they can apply to pieces of text/spoken language to support them in their transition into adulthood.
	Less Complex: More able:	ELG NC Y3	<p>Year 3 Composition</p> <p>I will plan my writing by:</p> <ul style="list-style-type: none"> - Discussing similar texts in which to understand and learn from its structure, vocabulary and grammar <p>I will draft and write:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally - Organise paragraphs around a theme - In narratives, creating settings, characters and plot - In non-narrative material, using simple organisational devices (e.g, headings and subheadings) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own writing and others 	

			<ul style="list-style-type: none"> - Proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns <p>Proof read for spelling and punctuation errors</p> <p>Read aloud their own writing, using appropriate intonation, tone and volume so that the meaning is clear.</p>	
All students:	Termly written assessments	<p>Handwriting/typing (Handwriting Without Tears)</p> <ul style="list-style-type: none"> - Lower case letters - Upper case letters <p>VGP</p> <ul style="list-style-type: none"> - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - Using the present perfect form of verbs in contrast to the past tense e.g, <i>He has gone out to play</i> as opposed to <i>He went out to play</i>. - Choosing nouns or pronouns appropriately to avoid repetition - Using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time and cause - Using fronted adverbials e.g, <i>In the distance</i>, he could see the train coming. <p>Exams</p> <p><i>In Entry 1:</i></p> <ul style="list-style-type: none"> • Communicate for different forms, purposes and audience. Organise information and ideas. (AO5) WRITING • Use a range of vocabulary and sentence structures, with accurate spelling and punctuation. (AO6) WRITING 		

			<p><i>In Entry 2:</i></p> <ul style="list-style-type: none">• Communicate for different forms, purposes and audience. Organise information and ideas. (AO5) WRITING• Use a range of vocabulary and sentence structures, with accurate spelling and punctuation. (AO6) WRITING	
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