



Writing Cultural Capital

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’”

(Ofsted School Inspection Handbook, Nov 2019)

Cultural Capital is the accumulation of knowledge, behaviours and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a student will draw upon to be successful in society, at secondary school and further education and eventually their career and the world of work.

At Dean Field, we take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. One way in which we promote cultural capital via writing is by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. We spend time looking at vocabulary, various text types and aspects of SPaG through the teaching of a new book during our English lessons. This also give our children opportunities to develop their skills alongside a purpose for writing.

Here are other things we have done, as a school, to promote cultural capital through writing.

Whole School

World Book Day

Each year we celebrate World book Day through exciting events, dressing up and competitions. Not only does this promote reading for pleasure, but it also gives the children the opportunity to read texts they wouldn't usually read in their English lessons. Some children also got the chance to go to WH Smiths on the school mini bus and spend their World Book Day book token.



Young Writer's Award

We have entered various poetry competitions with different themes.

Here is Bethany, who won a young writer's award for sending a poem she wrote herself about her mum. It was that good it was published in a book.



My Mother

My mother is so delightful,
She could cheer me up, she's so thoughtful!
My mother is so nice,
She orders pizza and offers me a slice.
I love my mother
And all the times we spend together!
Bethany

National Poetry Day

For National Poetry Day, the whole school learn and perform a poem. Here are some examples of different year groups learning poems one of their Repeated Text Library books. They performed the poem in front of their peers and also posted the performance on Seesaw for their parents to watch. Scan the QR Codes to see the performances. We also run family poetry competitions to encourage poetry at home too.



Whole school Class Assemblies

As a school we plan and deliver an assembly each half term. Students link this to their half termly topics with aspects of speaking and listening, drama and speaking out loud.



Grammar/SPaG Must Knows

We refer to the grammar Must Knows when writing across the curriculum.

Winston Poetry

Every half term, we have a specialist poetry teacher that visits Dean Field to work with pupils on poetry. He works closely with children to develop their understanding of poetry and teaches them how to write a certain style of poem. This not only exposes our pupils to different types of poetry, but gives them the opportunity to experience the success of writing their own.



Vocabulary Word of the Week

The whole school have a vocabulary wall with words that are displayed each week. Research has shown us (Beck, 2002) that there is a rise in the word gap in young children. Naturally, children develop tier 1 vocabulary easily and when taught various subjects they absorb tier 3 words well. However, tier 2 words are less common in spoken when it comes to reading them in different texts. To close this gap and to add to the cultural capital of our pupils, we are introduced a tier 2 word per week in each class. For each new word taught, teachers: explicitly teach the word, add and introduce it to the wall.



At Dean Field we write our lower case letters like this:

a b c d e f g h i j k
l m n o p q r s t u
v w x y z

Handwriting

We display our letter formation posters around the classroom / on desks and refer to these when writing.

We also have discrete handwriting lessons each week.



Repeated Text Library

The whole school have a repeated text library in their class. It is a selection of books that have been hand picked by the reading coordinators to ensure coverage of a variety of genres including non-fiction and poetry.

In the future, they can then build on this and eventually have the ability to engage with high culture literature.



Card Making

The whole school enjoy making cards throughout the year for a range of purposes. They enjoy celebrating various events such as, Christmas, Easter, father's day and mother's day by creating personalised cards which contain poems, letters or messages for their family or friends.

Whole School English Books

The whole school have a range of text types they read during English session to support writing. These books are carefully selected to promote the cross-curricular learning during topic sessions alongside promoting various writing types in English lessons.

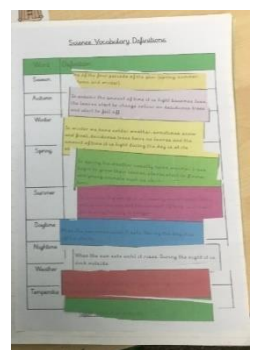
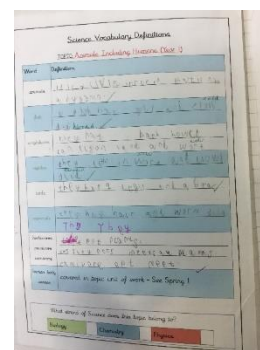
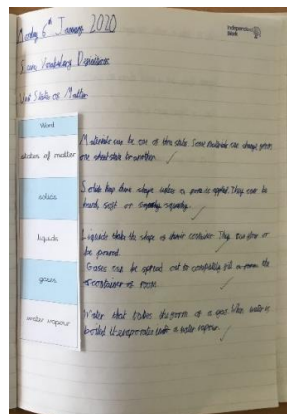
Such as in year 6 they read Anna at War which links to their WW2 topic whilst providing fantastic opportunities for children to write with a purpose.

Hand Writer of the Week

Every Friday, the whole school enjoy celebrating Gold Book by recognising children who have worked hard that week. Part of this celebration, we have a hand writer of the week and any teacher can choose children who have stood out them due to an improvement in their handwriting in any subject.

Vocabulary Dictation in Science

The whole school start each new science topic with selected key vocabulary the children need to know and we ask them to write the definitions as we dictate them. We differentiate this task throughout school as you can see below.



Nursery

In Nursery, we mark make in a variety of different ways. We use sticks to mark make in Autumn, we use chopsticks to mark make for Chinese New Year and we also use our fingers to write our name in the coloured sand.



Squiggle While You Wiggle

In Nursery we enjoy a session of 'squiggle while you wiggle'. We learn a number of different dances using gross motor skills and we then use pens and paper on a large scale to form the move on paper. This programme is designed to improve children's writing skills and train the hand muscles for early writing.



In Nursery, we enjoy an outdoors phonics lesson. We use paint brushes and water to trace the chalk letters on the floor.

Reception



In Reception, we enjoy exploring in all weathers. We had a go at mark making in the snow!



In Reception, we enjoy mark making in a variety of different ways. We enjoy using the chalks in the playground and using our fingers to create letters in glitter!



Reception enjoy mark making on a large scale to practice letters.



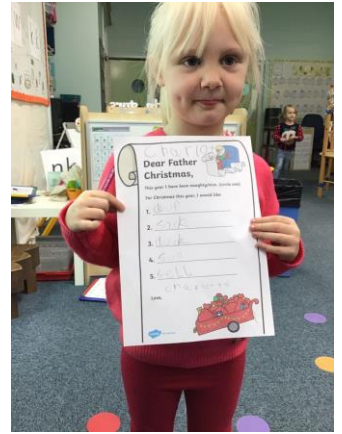


Reception write and design a Christmas Card for their grown-ups, we then walked to the post box and sent this home.



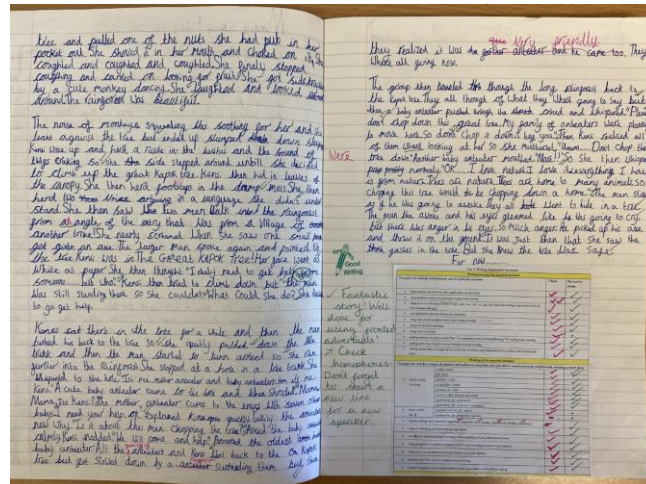
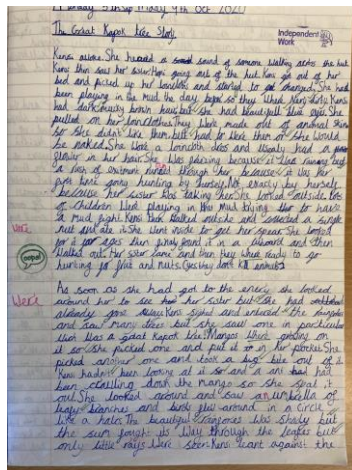
PIC-COLLAGE

Reception use their phonic knowledge to write a letter to Father Christmas. This was a fun experience for us to practice our letter formation.



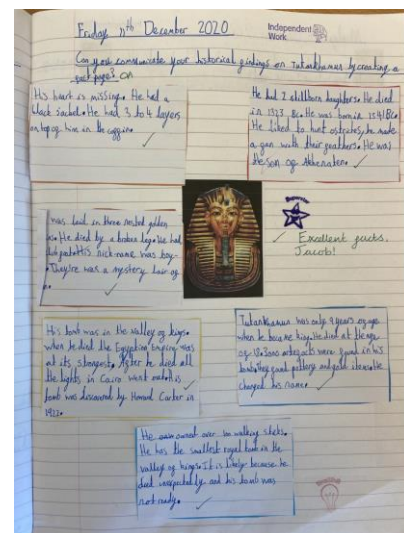
The Great Kapok Tree

As part of Year 4's topic that was all about Brazil, we read the book 'The Great Kapok Tree,' and learnt about the lifestyle of the indigenous people that live in the Amazon Rainforest. We discussed how their lives are very different to ours and we wrote our own stories from the perspective of a child from a rainforest tribe.



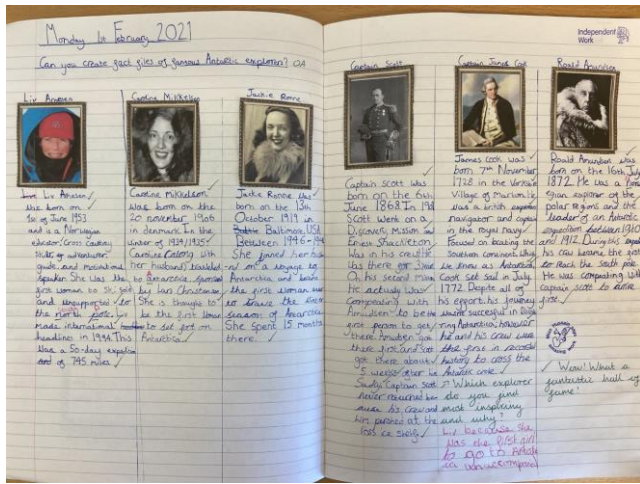
Tutankhamun Fact Page

In history, Year 4 conduct a historical inquiry into the life of Tutankhamun. They use a variety of sources to find information about his life. They use the information we gathered to write an information fact page all about Tutankhamun.



Antarctic Explorers

In Year 4 topic, we learnt about famous Antarctic explorers that travelled to Antarctica during the Heroic Age of Antarctic Exploration. We learnt about their individual efforts during their expeditions and why they are remembered as famous explorers today. We used our non-fiction writing skills to create a Hall of Fame showcasing the explorers and their achievements.



Receiving Flat Stanley

Year 3 receive a letter with Flat Stanley inside from Washington, USA. They create their own diaries of their adventures with Stanley so they can send them to Mr and Mrs Lampchops. As well as the children creating diaries, they send Flat Stanley around the world to countries such as South Africa, New Zealand, and California.

Dean Field Flat Stanley in Halifax with Lily

Dean Field Flat Stanley spent the night with Lily. Lily had a movie night in bed with Flat Stanley on Monday night. They watched a film called "Pete Under" and ate some popcorn. Stanley even had a sleep over in Lily's room with her and her sisters.



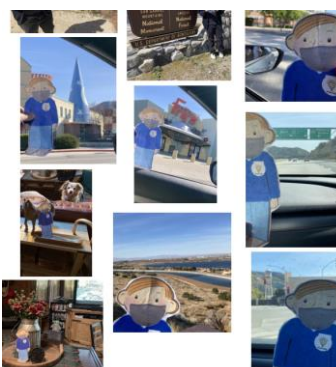
Dean Field Flat Stanley in Halifax with Georgie

Dean Field Flat Stanley spent the day with Georgie and Sofie (Georgie's sister). They went for a walk around heathmoor and stopped off at the park to have a play. When they got home, Stanley spent time with Fergie and Minnie. He even squeezed a little visit with Shelly and Sheldon, although Shelly was still sleeping.



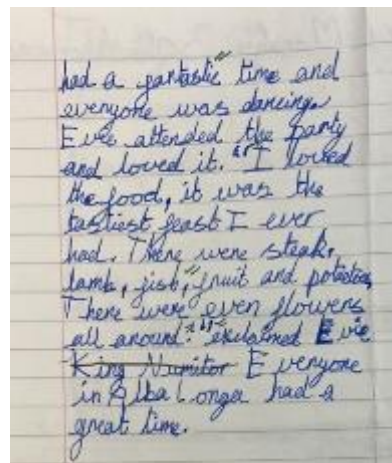
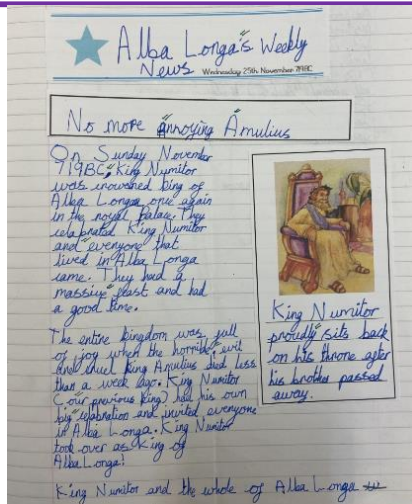
Dean Field Flat Stanley in South Africa

Dean Field Flat Stanley went to visit Mr Sutcliffe's friend in South Africa. He has visited many places on his adventure. He crossed the Vaal river from Gauteng into the Free State.



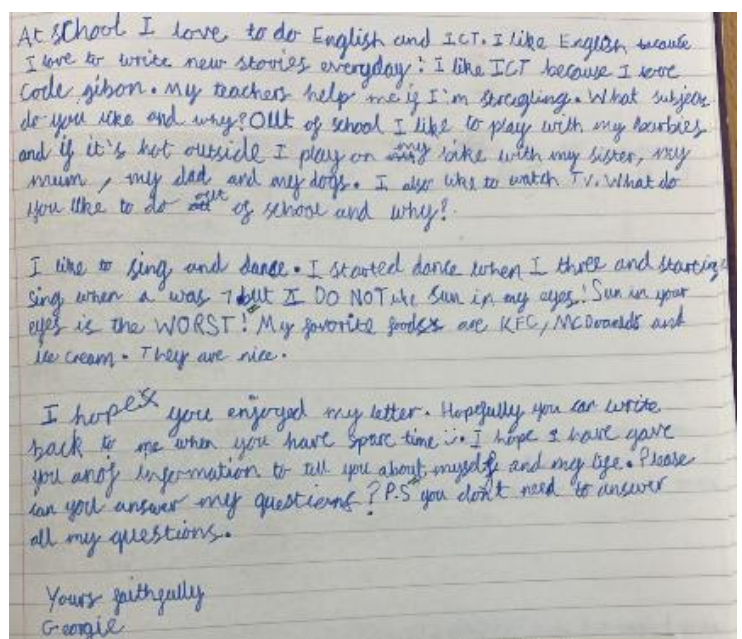
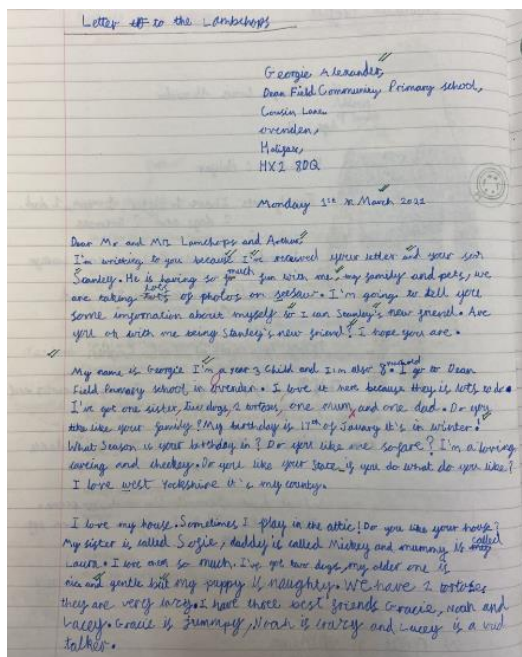
Romulus and Remus

In Year 3, as part of our topic that was all about Romans, we read the book 'Romulus and Remus,' and learnt about how Rome was created. We discuss how the Roman building were structured. We compared the lives of the Romans and their surrounds to modern day Rome. We created a newspaper article about the royal banquets and how the celebrated in ancient Rome.



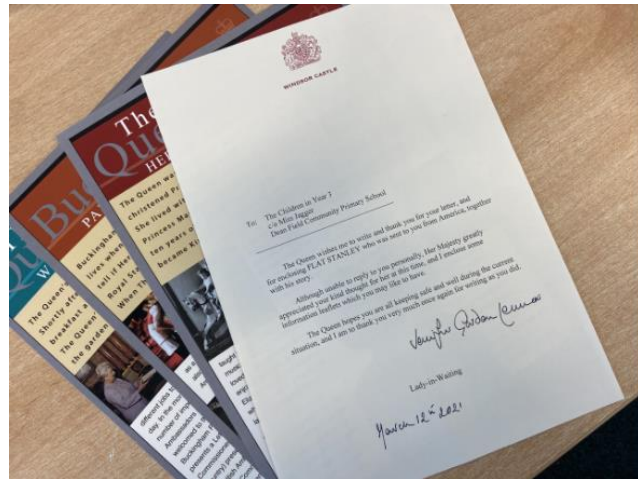
Writing a letter to Mr and Mrs Lampchops. USA

Year 3 have written a letter to the Lampchops in Washington, USA. Students wrote replies to the Lampchops and described themselves and their hometown of Halifax. They asked them questions based on their life in Washington, USA.

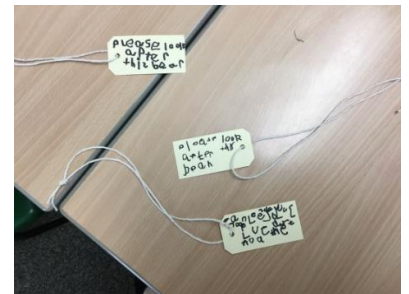
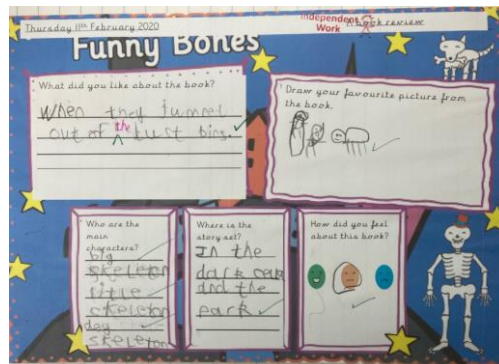
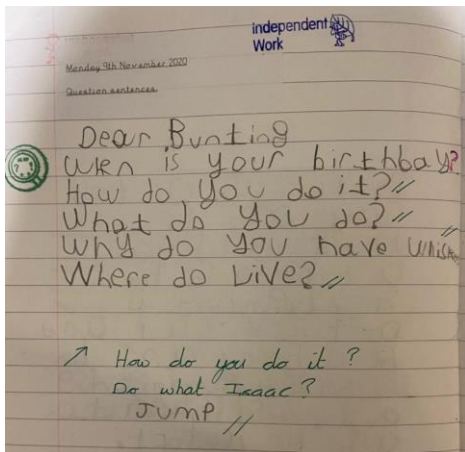


Letter from the Queen

Year 3 received a personalised letter from Windsor Castle after he was sent to visit the Queen. A lady-in-waiting replied to say Stanley has visited the castle and returned him back with more information leaflets about Queen Elizabeth and the royal family.



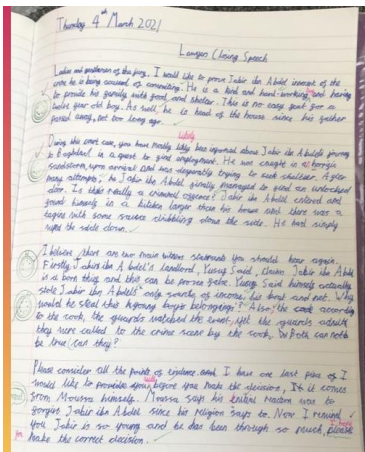
In Year 1 we write for a range of different purposes to support our confidence, linking it to real experiences. This includes: labels for suitcases, letters to characters and completing book reviews.





Author Zoom Call

In addition to our year 5 topic on Early Islamic Civilisation, we have a Zoom workshop with the author of *The Golden Horseman of Baghdad*. The workshop outlines how an author plans and writes a book. We use his method to plan and write our own short stories.



The Golden Horseman of Baghdad

During year 5's topic on Early Islamic Civilisations, we watch video clips about how the court room is run and the roles of the different people within the court room. The children learn vocabulary such as 'defendant' and 'prosecution'. The children then used a scene from their class text to write a speech as a defendant's solicitor to persuade the judge that the defendant was not guilty of a crime. They then perform their speeches and record them onto Seesaw.



Greek Day Workshop

Year 5 have an external visitor who brings Ancient Greece to life. He tells the story of Theseus And The Minotaur, amongst many other things. The children then act out the play and, in class, write a short retelling of the story.



The Moon Landing

As part of our topic and science work Year 5 study the moon landing and how this influenced life today.

We then write a newspaper article recalling the main events of the Apollo 11's launch and the safe return to Earth.



Percy The Park Keeper

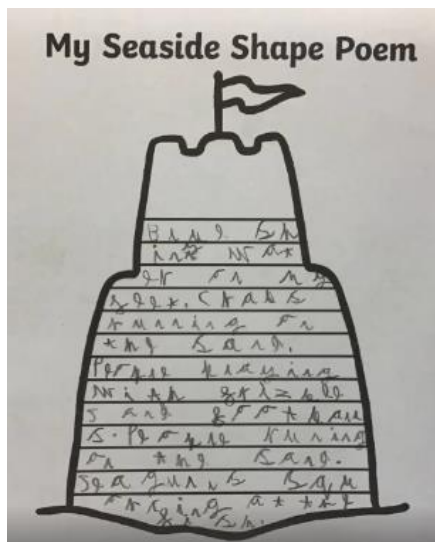
In Year 2 we read Percy the Park Keeper which we link to our local area with a trip to Shibden Park. We discuss the history of Shibden Park/Hall in this topic and when we learn about The Great Fire of London.

The children use pictures and experiences from their visit to write a letter about looking after our park - linking to Science of looking after our world also.

Sharing A Shell and Owl Babies

In Year 2 we read books that focus on different habitats allowing us to link our Science learning through these books and the pieces of writing we create from them.

We read Owl Babies when we go on our class residential and this helps us to really bring the story to life to produce some good writing about it in school.



Seaside Poetry

In Year 2 we write Seaside shape poetry that links to our learning about British seashores and that of a contrasting location (Brazil).

As we are writing we discuss what we would see or do at the seaside!

Instructions

In Year 2 we learn all about writing instructions and write our own instructions for cooking some carrot cupcakes. This would help us in the future if we needed to write or give some clear instructions to someone else!





Diary Writing

In Year 2 we do lots of diary writing and learn that it is a way to find out about the past.

We write a diary in the role of Samuel Pepys who really did write a diary during the Great Fire of London. We also write diaries in the role of Bill from Owl Babies and Crab from Sharing A Shell. We use drama first as a way of really understanding the character's thoughts and feelings.

Newspapers

In Year 2 we learn that newspapers are sources of information. We write a newspaper article about the day Mr Baker saves Itching Down town from the wasps (based on the story The Giant Jam Sandwich).



Year 6



Year 6 Pen Pals in Switzerland

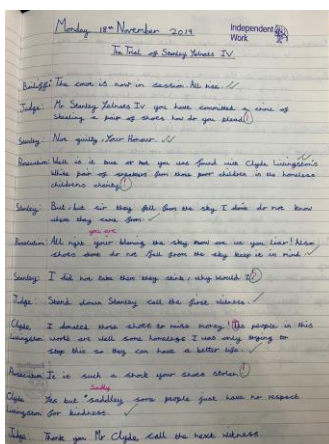
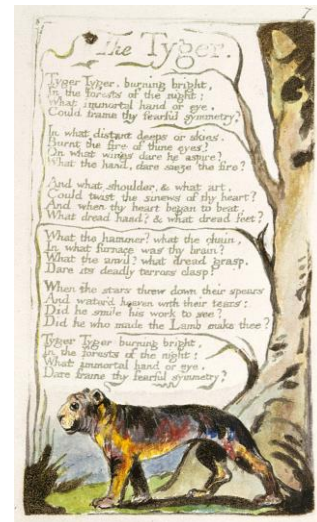
Year 6 had the opportunity to make friends with a school in Switzerland. They received letters from children at a similar age to themselves describing their school in Switzerland, their culture and curriculum.

Students wrote replies to their pen pals and described their own experiences at Dean Field and how a school in England differs to a school in Switzerland.

William Blake - The Tyger

Year 6 spend some time reading, writing and performing poetry during their 'If Animals Could Talk' topic.

They read and study books including William Blake's *The Tyger* and Michaela Morgan's *The Tyger Revisited*.



Holes

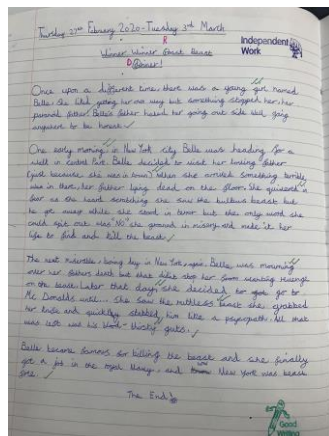
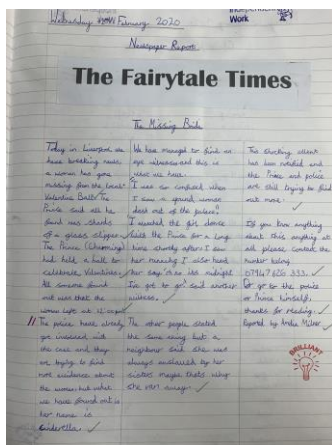
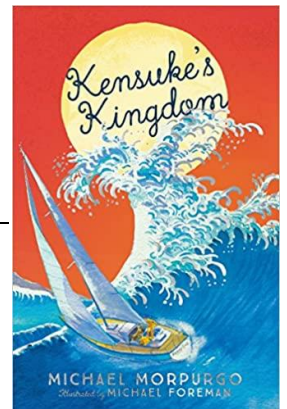
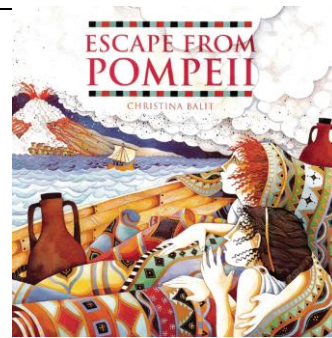
During year 6's topic on Crime and Punishment they read *Holes* by Louis Sachar. As part of one of their writing pieces, they act out a court scene and perform some drama.



Books in Different Locations

Year 6 also read books set in different countries: Kensuke's Kingdom - Pacific islands and Japan whilst learning about the Hiroshima bombing.

They also read Holes set in Texas, The Butterfly Lion set in Africa, Escape from Pompeii set in Italy AD79 - alongside children reading primary sources from Pliny the Elder and Pliny the Younger.



Year 6 Faery Tales

Faery Tales is a collection of stories by Poet Laureate Carol-Ann Duffy; exposing children to this term and discuss current poet laureate Simon Armitage from Huddersfield. In their animal topic they learn about endangered species especially focussed on use of palm oil and effects on orangutans in Borneo. Children learn about how to read labels and learn if products contain palm oil.