

### Intent

**GROWTH:** Our carefully crafted writing curriculum is designed with the intent to equip children with the necessary skills, knowledge and attributes to allow them to develop a lively and enquiring mind. We aim to broaden and extend children's vocabulary through attentively planned out texts and experiences. We aim to create writers who are creative and imaginative. We want our children to know that they are authors, who publish their work which showcases their skills and talents, as well as being something which they are proud of.

**RESILIENT:** In our writing lessons we aim to create an ethos where we encourage the children to reflect on their work, editing and improving their writing to make it better. We promote the importance of making errors, not being set back by them but learning from the mistakes to improve our future work

**OPPORTUNITIES:** We offer a wealth of stimulating and challenging experiences across all key stages, where children have the opportunity to explore both fiction and non-fiction. A broad variety of rich texts from every genre are studied, allowing the children to be enthused and immersed into a literary world.

**WONDER:** Children are exposed to variety of good quality texts which spark awe and wonder, transporting the children to different places, times and cultures. To encourage wonder and excitement in writing 'hooks' are used to involve the children in the text and inspire their creativity.

**TEAM WORK:** We encourage our children to express themselves effectively and to listen and learn from each other. We promote the appraisals of each other's work and want children to share and celebrate each other's successes.

**HEAD, HEART, HANDS:** Teachers assess children's writing on a regular basis, and they will use this information to identify strengths as well as gaps in their learning. This will also help to inform teacher's planning and next steps. We assess writing across both English and in the wider curriculum as it is important that all writing demonstrates application of skills and that these are consistently embedded into learning across all subjects. We also monitor children's wellbeing by promoting autonomy and resilience.

## Subject on a Page

### ENGLISH

#### Implementation: Planning

At Roe Farm Primary School, we follow the National Curriculum for the teaching of writing and aim to ensure all pupils are successful, confident and independent writers. We strive for children to achieve real independence through creativity and invention.

We teach writing in 2 parts:

The three P's – Pre, Post and Published tasks. This is a 12 lesson (3 week) unit of work to develop skills, knowledge, understanding and confidence

An assessment unit. This is a 4 lesson (1 week) unit to allow the children to write independently, on a topic and in a genre of their choosing, where the final piece of writing will be assessed.

The texts the children explore are carefully planned for. We plan for a fiction and non-fiction text to be explored each half term. We also plan for 2 pieces of poetry to be looked at each year. We plan to look at a variety of different tales and non-fiction genres to offer children a vast variety of texts to explore and learn from. We have ensured that the texts meet the needs of the different children from EYFS to year 6 and are progressive.

#### Implementation: Learning Sequence

In our English lessons we follow a set learning sequence across school to ensure consistency and progression. We work hard to ensure we are providing children with the skills to be independent, creative writers. Please see appendix 1 for the breakdown of the learning sequence.

#### Implementation: Teaching and Learning Pedagogies

Elements of Talk for Writing (FS2 and KS1)

Writing conferencing – used to give pupils specific feedback on a 1:1 basis during the editing process.

Whole-class feedback – to address common misconceptions.

Teaching to a GDS so there is no 'glass ceiling' created. Staff meetings keep all teaching staff informed.

Moderation events to ensure consistent and accurate assessment  
EEF improve literacy findings

#### Implementation: Resources

Curriculum overviews and progression maps

Resources for 'hooks'

Year group/ phase specific 'Always' toolkits

Year group/ phase specific 'features' toolkits for all the different genres.

Display resources—always toolkits, features toolkits, genre posters

Staff have been provided with copies of the texts they will need throughout the year.

Writing assessment grids for each children

#### Implementation: Curriculum Links

Each year group has an 'Always Writing Toolkit' based on current and prior learning expectations from the NC. These are to be applied in any writing across the curriculum, including in maths books.

When the opportunity arises writing is linked to learning in other areas of the curriculum.



### Implementation: Environment

The learning environment should promote language development. We aim to broaden and extend children's vocabulary through attentively planned out texts and experiences. We recognise the importance of spoken language and how this underpins the development of writing. With this in mind, we aim to ensure each and every one of our pupils can write and speak fluently so that they can communicate their ideas in various forms.

All classrooms have sizable **ENGLISH**.

It should be used as a learning/working wall to be continuously added to throughout the unit, reflecting the learning which is/has taken place.

A part of the display should be dedicated to examples of children's writing.

Display should include:

The title **ENGLISH**

Whole school genre poster (Will change for each text)

Text Map

Model text (annotate features)

Traffic Light Words

On-going examples to support learning of SPAG features

Boxing Up Plan example(s)

Always and genre specific toolkits

Magpie/vocabulary wall (maybe it's own board) - easily accessed by children. May be pre-populated with useful vocabulary.

Add vocabulary over time.

The environment should also promote resilient learning who are reflective and analytical of their work in a way which makes them strive to continue to improve.

The classroom should be set out to promote collaboration and the sharing of ideas.

### Implementation: Feedback

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning.

In addition to this, pupils are informed of their progress towards their learning objectives through the use of stampers. Where appropriate, comments may be written in books to praise, support or further challenge pupils.

In some situations, pupils may provide peers with feedback.

After all extended pieces of writing children's work is marked with a tick and target form which allows children's successes to be celebrated and provides them with a next steps which are appropriate and personalised.

### Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Formative and summative assessments to inform next steps for individuals or groups.

Differentiated questioning to support or challenge as required.

Learning challenges to stretch the more able.

### Impact: Evidencing

Written outcomes will be recorded in their English.

Assessed pieces of writing will be recorded in their assessed writing books.

Evidence of revisiting evidence will be kept in their grammar blast books.

### Impact: Assessment

Grammar blast retrieval tasks at the start of 8 lessons throughout the 3 Ps unit are used to assess prior learning and retention.

Live marking in lessons and through review questioning at the end of a lesson.

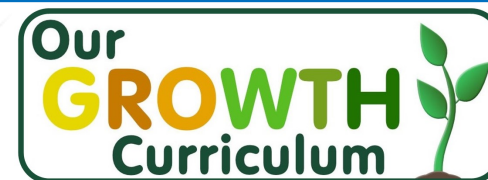
The children's final piece of writing will be assessed against the appropriate writing assessment grid for the year group or the year group the child is working at if they are working below their age related expectation. We assess using the school's writing assessment grid. This is an assessment tool to help understand where the children are working, identify gaps and then plan the next steps of learning. Each child should have their own record of their assessment writes on to help identify gaps and show progress over time.

### Impact: Monitoring

Following the school's tiered approach to monitoring.

Book looks, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

This is supported by an annual more in depth dive with SLT.



## Appendix 1—Learning Sequence

### 3 P's Unit

#### Pre Task - Title of "Pre Task – GENRE"

Marked using a tick and target linked to features toolkit (or personal targets)

**Oral retelling – Internalise the pattern of language** Marked using the LO stamp linked to oracy skills and recall

RAG Vocab – unpick vocabulary – challenge children to select 3 new words to use, older children to use thesaurus and find new vocabulary of their own. Marked using the LO stamp linked to vocabulary knowledge

Features lessons (1) - linked to features toolkit and/or gaps from assessment grid – Build into these lessons modelled writes and shared writes. A focus in these lessons on purpose and audience Marked using the LO stamp linked to feature

Features lessons (2) Marked using the LO stamp linked to feature

Features lessons (3) Marked using the LO stamp linked to feature

**Planning lesson -** Marked using the LO stamp linked to planning skills

**KS1** – Share and collect ideas as a class, narrow down the choices together. Building up to the end of year 1 giving the children more freedom.

Create a story map/boxing up plan for post task

**KS2** – mind map ideas (detailed) include images key words etc. Spend time working on the children's ideas

Create a story map/boxing up plan for post task

**Post Task - Title of "Post Task – GENRE"**

Detailed Pink and Green highlighter marking. This needs to be used as a tool for the children to use to improve their writing.

Children's work given 2 ticks and 1/2 targets linked to targets set on the pre task.

Edit and improve – scaffolds can and will need to be provided Marked using the LO stamp linked to ability to edit

**11. Create published version** Published Task - Title of "Published Task – GENRE"

- This should be looked over but not marked. If there is evidence children have met the targets given at the post task go back and date this as now achieved.

If children have not achieved their LO there should be evidence of support given and teacher is likely to add red pen marking.

### Assessed Unit

#### KS1

1. Explore stimulus, recap features of the previous genres. Share whole class ideas. Children create a mind map of ideas. Create a story map/boxing up plan.
2. Children write their text. Pink and green highlighter this draft to support the self editing.
3. Simple edit and improve independently.  
Re-write and publish their work. This piece of writing needs to be marked using a red pen against their writing assessment grid.

#### KS2

1. Explore the stimulus. Recap the genres previously taught and their features. Create a list of possible texts the children can write with. Create a boxing up plan.
2. Draft one of their text.
3. Edit and improve.
4. Re-write and publish their work. This piece of writing needs to be marked using a red pen against their writing assessment grid. No ticks and targets grid to be completed.

