



Writing on a page

Intent

The Children at Robert Shaw will learn to be confident and creative writers through an engaging, knowledge rich curriculum. Accurate use of grammar and clever use of language will be evident in writing that has a clear, authentic purpose and audience. Teachers will expertly model excellent writing and provide children with the skill to improve their own writing independently and effectively. Wider reading will build the children's knowledge and help to model how to write effectively.

Implementation

- We plan in 3-week blocks each of which are linked to the wider topic for the term
- A core text, or for EYFS and Year 1 linked texts inspire the children to produce interesting and thought-provoking writing pieces of writing related to the wider topic
- A clear purpose and audience are identified from the start and shared with the children. Each writing block begins with a "Wow" event designed to engage the children through acting, environment walks, video etc.
- Week 1 immerses the children in the subject and builds knowledge to draw from in their writing using a wide range of texts, experiences and other media. The wider learning through the curriculum and shared reading helps to build their knowledge.
- In week 2 children explore and learn about the specific genre of writing, grammar and sentence level work to teach children how to inform, persuade or entertain.
- During week 3 children develop planning, drafting and editing skills before a final piece is published for an authentic purpose
- Children have a blue folder in which final pieces are kept and these are used to keep a record of their writing progression throughout their time at Robert Shaw.
- Variety of texts: fiction and non-fiction are available to help build children's knowledge and are explored regularly as part of the process
- Non-Fiction library increased with relevant, knowledge rich texts and supplemented from the ELS in reading corners and topic areas
- Regular Shared Reading of fiction and non-fiction texts linked to the writing
- iPads available to research and discover knowledge independently – Digital Learning
- Core Texts that support learning and help children to make links between learning and explore important themes and ideas
- Teachers use Transform Trust writing objectives to ensure progression and sequencing is effective
- In Key Stage 2 Grammar is taught sequentially using Skills Builders from Rising Stars and in context throughout the 3-week block
- In Key Stage 2 Sentence level learning is developed through the use of Skills Builders from Rising Stars and through wider reading
- Editing and improving is a core element of the 3-week block. Children use green pen to indicate editing and improving
- Writing conferences are used to give children specific feedback on a 1:1 basis during the editing process
- Whole class feedback is utilised to identify common misconceptions
- Ongoing teacher assessment during lessons and through marking of books allows teachers adapt a sequence of lessons and to focus on developing every piece, including supporting children to write at greater depth
- Trust and school moderation of writing at networks and within school
- All teachers are teachers of SEN
- Quality first teaching strategies to support all learners
- Use of Digital Learning to enhance the writing process through research, editing and publishing

What does our planning include?	What approaches to Teaching and Learning do we use?	How do we provide feedback for children?
• A clear audience and authentic purpose identified • Links to texts and the wider curriculum • A week of immersing and engaging activities • A clear sequence of learning • Grammar objectives met in context • Support for lower attainers identified • Shared success criteria • Planning, editing and publishing time planned for and related skills taught • Time for conferencing and whole class feedback	• Story Dough • Dough Disco • Drawing club • Rosenshein's principles • Read Write Inc phonics • Read Write Inc Fresh start • Knowledge based writing • Clear purpose and audience so children understand why and who they are writing for • Role Play/drama • Stories, images or video clips • Debates and discussions • Hot seating • Authentic experiences • Cross-curricular links	• A system of codes to draw children's attention to errors for them to address independently • Positive praise • Self-assessment against success criteria • Whole class feedback • Writing conferences to offer bespoke feedback • Writing levelled using Transform Trust writing standards

Impact

- Children create consistently good pieces of writing including half-termly re-drafted compositions
- At the end of KS2 the children often achieve above or in line with national outcomes and our aim for all children to be ready for the demands of the Ksye Stage 3 writing curriculum by the time they leave Robert Shaw.
- Children enjoy writing for pleasure and we strive to develop children who master writing in English to produce enjoyable, informative and well-crafted written work every time they sit down to write.