

Writing at Church Eaton



Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

The overarching aim for English and writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Teaching and learning will equip pupils to write for different purposes and audiences within a range of genres. Children are given a variety of experiences both in and out of the classroom to create memorable learning opportunities and to further support and develop their GPS, vocabulary and English knowledge.

Our Writing scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.

Implementation: What do we teach?

The Church Eaton Writing curriculum is designed to cover all the skills, knowledge and understanding as set out in the National Curriculum. GPS skills are all mapped out across the year groups to ensure that pupils build on secure prior knowledge. Writing genres are mapped out and pupil outcomes show progression both across the year group and across the school. Each genre is taught explicitly, and other opportunities are provided for learners to apply skills independently on more than one occasion before the end of the year. Writing is delivered through subject specific teaching organised and linked to a key, high quality Literacy text where possible. Meaningful links with other subjects are made to strengthen connections and understanding of concepts.

We ensure that:

- GPS skills are taught through a prescriptive and systematic learning journey.
- Genre specific skills are taught alongside GPS skills
- The writing process is taught explicitly

- At the end of every unit of learning, children complete a final written outcome in which they apply appropriate GPS learning.
- The same high-quality texts are used for both guided reading and writing. Pupils are taught to read like a writer and write like a reader.
- The robust instruction of vocabulary is taught in guided reading and writing lessons to enable children to use precise vocabulary for effect.

Implementation: How do we ensure that knowledge and skills are progressive?

EYFS: Children will be taught how to

- Progression in mark making - multi-sensory, different lines and shapes, using different writing tools and media.
- Gross motor development including outdoors, fine motor development including funky fingers/dough disco.
- Weekly guided writing sessions and daily opportunities to write in the continuous provision, supported by adult facilitation.
- Different genres – e.g., shopping lists, designs for construction, recording observations in science.
- Learning graphemes and letter formation in phonics
- Progression from grapheme-word-caption-sentence,
- Staff explicitly model the subject-specific vocabulary, and the robust instruction of vocabulary is taught explicitly through learning journeys either within guided reading or within the build-up to an independent write.

Reception to Year 6

- Our Genre and GPS Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)

Implementation: What do Writing lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton.

Pillar	
Focused Planning	Teachers base their planning on book which is also used in Guided reading. They plan a sequence of lessons which teach the children GPS skills which run alongside a series of lesson that teach the children genre specific skills.
Quality First Teaching	Teachers are expected to consider prior knowledge and experiences and use the 7-stage lesson planning document to frame their lessons
Effective Target Setting through Meaningful Assessment	Individual and class strengths and areas for development are identified and used to inform future planning and interventions. Assessment sheets are used to track whether children achieve Learning Objectives and Cornerstones is used to collate information to enable subject leads to ascertain the number of children in line to achieve national expected standards.
Targeted Interventions	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. These are held fortnightly This is supported by Raising Achievement and Progress Meetings that are held once every twelve weeks.
Purposeful Learning Environment	Writing is celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently and shared displays are used to celebrate final products and parent engagement days.
Extended Curriculum	Awareness of local context—heritage links running throughout. It is not assumed that all children have the same experiences and provision is made for quality first hand experiences through ‘wow’ experiences

Reading at the core	Children are provided with reading resources at an appropriate level to support their learning.
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Implementation: What does a Learning Journey look like??

In all classes we follow the same sequence over a unit that can last for up to 6 weeks.

1. Revisit previous skills that are needed before teaching the year group skills
2. New Learning- Introduce a new concept/ skills or knowledge
3. Consolidation- complete a range of different activities to consolidate their new learning (Se Grammar Journey)
4. Application- Children apply the new concept/ Skill or knowledge in narrative and non-narrative writing
5. Retention of skill through sentence not sentence activities

This sequence is followed for our Grammar Journey and the Genre Feature Journey. We begin every unit by focusing on the grammar journey. We then teach the children the genre features and finally how to plan, draft, edit and improve.

What does our Grammar Journey involve?

Revisit previous skills that are needed before teaching the year group skill

1. Identification of grammar feature in the text and discussion about the function. Give a clear definition that is revisited each day.

2. Matching activity with prepared sentence parts

3. Matching activity with an element of child choice i.e. conjunction, pronoun

4. Completion of a sentence with children writing their own addition/part

5. Building sentences using a scaffold

6. Writing sentences to match an illustration

7. Correcting misconceptions and errors in prepared sentences

8. Improving a prepared sentence

9. Manipulating a sentence to change the meaning and discussion

10. Applying the grammar skill in a piece of writing

11. Retention of skill through sentence not sentence activities

What does our Genre Feature Journey involve?

We teach the genre features and skills that are needed to write a final written outcome.

When planning this journey to the written outcome practitioners also consider:

- What knowledge/skills do the learners need to be taught to write in the style of that genre?
- What does the written outcome look like for a learner who is at or above the age-related expectation?
- How will you sequence the components of the journey to ensure that the knowledge is embedded at each stage for the children to have a true understanding of the objective outcome?
- Does planning identify the components leading to the key outcome?
- Are the components planned in enough detail?

- Are components sequenced carefully to create readiness for the upcoming knowledge?
- Does planning consider and provide readiness for learning beyond the year group?

Learners are taught to edit and improve their own work.

- The editing and improving process begins at the planning stage and continues throughout the first draft, the completing of editing stations and ends with a final draft stage.
- Throughout the editing and improving process, changes to vocabulary, grammar and punctuation are made to ensure accuracy, enhance effects and to clarify meaning.

Learning is supported using learning walls that provide children with visual information that supports them to retain GPS and vocabulary in their long-term memory. Subject specific vocabulary is displayed on the learning wall.

In addition, Daily Sentence not sentence sessions are used to review learning and articulate knowledge and previously taught skills using STEM sentences to embed concepts and skills. Skills are also applied within independent writing opportunities across subject areas

Impact: How do we track progress?

Writing assessment is ongoing and addresses misconceptions, provides further opportunities to consolidate skills if necessary and to move learning forward. Formal assessment of the application of skills within independent writing occurs at the end of each half term. The subject leader for Writing works closely with Senior leaders to monitor teaching and learning in writing and pupil outcomes. Monitoring in this subject includes pupil voice capture, book scrutiny, learning walks, planning scrutiny and lesson observations. Bespoke support and challenge are provided for practitioners because of monitoring.

EYFS (Early Years Foundation Stage): Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations. At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

Years 1- 6: Teachers assess children's final written outcomes. AfL is used throughout the learning journey to adapt teaching and learning, address misconceptions and to provide additional challenge.