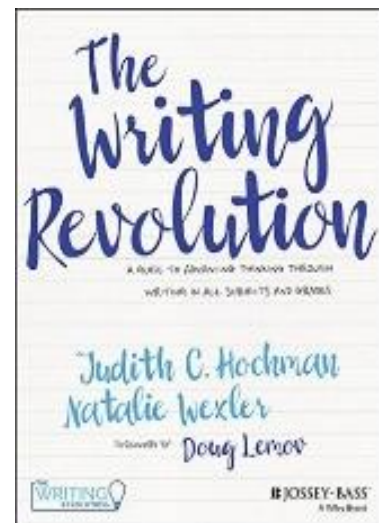


Intent:

The Children at South Wilford 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.

Our Approach:

- Based on The Writing Revolution, teachers plan a 3-week block linked to the wider topic for the term
- A core text (Adjusted for EYFS & Year1) which inspires the children to produce interesting and thought-provoking writing accompanies the wider topic
- A clear purpose and audience are identified from the start and shared with the children. Teachers are clear about what they want the children to learn by planning backwards
- 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
- Independent Writing books are used to keep a record of children's writing progression



Implementation:

- 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 and computers 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
- Grammar is taught in context and throughout the 3 week block and is planned in as part of the sequence of learning
- Sentence level learning is based upon the Writing Revolution, resources 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
- Greater Depth is a priority and we plan to the top. DISCO questions are used to encourage GD thinking and Transform objectives
- Ongoing teacher assessment during lessons and through marking of books allows teachers to adapt a sequence of lessons
- Prime Ed books to moderate writing against exemplar material alongside children's writing
- 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 - Opportunities for GD thinking (DISCO) - 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	- Rosenshein's principles - Knowledge based writing - Clear purpose and audience so children understand why and who they are writing for - Role Play/drama - Conscience Alley - 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 sheets filled in to address common misconceptions - Writing conferences to offer bespoke feedback - Writing levelled each term