

Writing at Wensum Junior

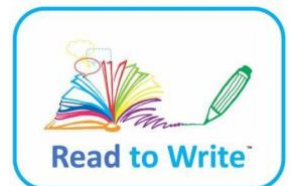
Intent:

Our English curriculum is devised to provide pupils with a structured approach to learning to write. We aim to promote a real enjoyment of writing, alongside high standards of competence and self-confidence. At Wensum we teach children how to write effectively for different purposes and audiences. Children write in response to the 'vehicle texts' we share and use these as a rich model for the use of language within their own writing.

Children develop their knowledge of the structure, grammar and vocabulary featured in different types of text, before applying these in their own writing. They learn to articulate their ideas with clarity before presenting them in writing. Our curriculum also provides planned opportunities for children to apply and showcase their writing skills across the curriculum, revisiting prior knowledge acquired during English Lessons and applying this to writing in different contexts.

Implementation:

Teachers use the *Read to Write* programme to plan and deliver a daily English lesson to the whole class. Learning sequences follow a common structure: Immerse, Analyse, Plan and Write. This approach acknowledges the strong interrelationship between speaking and listening, reading and writing.



The 'Vehicle Texts' we use are language-rich picture books, which are read aloud, enjoyed and discussed. They are challenging and beautifully written and provide important opportunities for children to encounter and develop new vocabulary.

Alongside the Vehicle Texts sits an Example Text, also known as a WAGOLL (what a good one looks like). This provides an example of what the writing outcome looks like at greater depth. This allows discussion about the choices the author has made and the effect these have on the reader.



Children engage actively in reviewing their own writing and that of their peers, learning how to be an effective response partner. In this way, we encourage children to share their learning outcomes and take ownership of their progress.



The program provides stimulating texts, access to high-level vocabulary and rich contexts for writing. A clear progression of grammatical knowledge and writing skills is planned across each academic year. Progression in knowledge and skills is mapped across year groups, to ensure lessons meet the full requirements of the National Curriculum and that pupils are challenged to meet, or exceed, national expectations. Lessons are pacy and purposeful. Classroom environments feature working walls which provide children with a 'toolkit' to draw on at the point of writing.

English lessons feature:

- ✎ Daily work on sentence accuracy
- ✎ Daily work on using and applying vocabulary in context
- ✎ Analysing the features of a model text
- ✎ Opportunities to rehearse writing skills linked to a model text
- ✎ Opportunities to work collaboratively and independently
- ✎ Opportunities to orally rehearse vocabulary and express ideas coherently
- ✎ A learning sequence which builds towards extended piece of writing
- ✎ Incidental writes, to rehearse focused aspects of writing
- ✎ Opportunities to write for different audiences and purposes and in different genres.

Impact

Our English curriculum is planned to ensure progression of knowledge. Learning to write is a process of acquiring cumulative knowledge about how writing works alongside planned and strategic opportunities to revisit, embed and apply. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

We measure the impact of our curriculum by reflecting on pupil outcomes and competencies. Alongside this, we also ensure that

we monitor and support the development of professional competencies and outcomes for our teaching staff.

Key Performance Indicators for Writing:

Pupils will ...

- ✎ Evaluate, edit and improve their own writing.
- ✎ Apply taught skills in grammar and punctuation to their independent writing.
- ✎ Develop competence in spelling and handwriting, communicating clearly.
- ✎ Demonstrate competence, confidence and creativity in composition skills.
- ✎ Speak knowledgeably about their own progress and their 'next steps' in learning.
- ✎ Respond to and act on feedback, taking increasing ownership of their progress.
- ✎ Make good or better progress from identified starting points.
- ✎ Achieve well, against national expectations.

Teachers will:

- ✎ Reflect on standards achieved against the planned outcomes.
- ✎ Have a clear understanding of national expectations for the children they teach.
- ✎ Adapt teaching sequences and individual lessons to meet children's needs.
- ✎ Regularly assess pupils' attainment against age-related expectations, using the Wensum Assessment Pathway and monitor progress.
- ✎ Ensure pupils are given every opportunity to succeed by scaffolding tasks where appropriate and promoting independent outcomes for all within each learning sequence.
- ✎ Provide children with verbal or written feedback designed to move the learner on.
- ✎ Ensure the learning environment enables learners to access the resources they need to be successful, *e.g. vocabulary on the working walls, sentence accuracy checkers, models of writing, spelling banks, RWI Sound mats.*
- ✎ Celebrate and share children's written outcomes through dynamic displays.

- ✎ Provide opportunities to share written outcomes with parents, carers and peers.
- ✎ Take responsibility for their own professional development in teaching English and writing, with the strategic direction and support of senior leaders.

Assessment of Writing

Teachers assess children's progress and attainment using our Wensum Assessment Pathway, identifying 'next step' targets and sharing these with children. Each half-term, teachers complete an end of unit review of teaching and learning, using this to help inform their next planning cycle. Children receive regular verbal and written feedback on their writing, in line with the school's marking and feedback code and policy.

Pupils needing additional support or challenge in writing are identified through teacher assessment. Teaching is then adapted to ensure their needs are met. Teachers meet termly to moderate writing judgements across and between cohorts. They participate in standardisation events with colleagues from other schools as part of their ongoing professional development.