

What does writing look like at Great Doddington Primary School?

Intent

Our Vision:

Our intent is to provide a high-quality English education in which we will teach pupils to listen, speak, read and write fluently. We aim to develop enjoyment and curiosity- teaching children the essential skills and knowledge to prepare them for the next steps in their life.

Our Aims:

We aim to ensure learning builds on prior knowledge, supporting pupils to make connections in their learning and helping pupils to develop and understand transferrable skills that they are able to apply across the curriculum, in the wider school community and as they progress through life.

We strive to ensure that children are well prepared, not only for the next phase of their education, but to be the successful in the future.

We aim to immerse our children in high quality literature- literature underpins our writing at Great Doddington. We aim to empower our children through exposure to high quality texts. We aim for children to rehearse, learn, and internalise the language structures of successful texts and then use these to scaffold writing. High quality texts support the exposure to a range of vocabulary and enhances the language development for all children.

We recognise the importance of writing as a process. Children have regular opportunities to gradually draft and develop their final pieces of writing. Children are given time to edit and improve their written work after feedback from their teacher or their peer. The teaching of grammar is interwoven into daily reading and writing lessons so that children are given the opportunity to learn grammar in context.

We encourage children's development of language through explicitly teaching and revisiting key vocabulary across the curriculum. This enables children to deepen their understanding and provides opportunities for children to experiment with new words. Increasing vocabulary develops children's knowledge and understanding of the world and enables them to develop the ability to communicate confidently in the future.

Implementation

Planning:

At Great Doddington Primary School the National Curriculum underpins the core teaching standards in English.

A whole School Coverage Grid is used to carefully map out the specific writing (including grammar and punctuation expectations) expectations for each year group. To ensure the writing curriculum is coherently sequenced, building upon prior knowledge, and progressive skills. Suggested writing genres are proposed for each year group for each term. Although clear end points are identified for children's age-related expectations, decisions about when to progress will always be based on the security of children's' understanding and their readiness to progress to the next stage therefore the Whole School Coverage Grid is modified as necessary to meet the specific needs of the class.

Daily Lessons:

- Build on from what has been previously taught
- Focus on small steps
- Identify the key learning and questions that will support this journey.

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Impact

Clear end points have been identified for pupils for each academic year so we know whether they are meeting, working towards or working beyond at each stage of their writing journey. This helps us plan for progress and helps us check the effectiveness of our curriculum.

What learning looks like:

- Children are engaged and inquisitive around their learning
- Children show a sense of pride and success over their learning
- Children are not ability grouped and access learning that meets their needs
- Learning builds on prior learning
- Accurate grammatical language is used by staff and pupils
- Working walls display learning
- Talk partners are used daily to develop pupils understanding and further developing purposeful oracy
- Careful questioning is planned for enabling children to discover and explore around their learning
- Ideas are shared and extended as a class
- Clear models are used to scaffold learning.
- Misconceptions are addressed through mini plenaries, plenaries at the end of the lesson or at the start of the next day.
- All children have access to the adults in the room
- 'Purple polishing pen' is used to deepen learning

We utilise the following methods to gather information about the impact of the curriculum on our pupils' acquisition of knowledge and skills:

- Pupil talk – opportunities
- Observation of pupils' performance
- Summative judgements made at the end of sequences of work
- Formal assessment made against 'gold writes'
- Observing teaching and learning to identify strengths and needs to further support teachers to become experts

Principles of learning

- To develop and promote an 'everyone can' attitude- for all children to succeed
- To develop an enjoyment for writing
- To frequently revisit and deepen learning
- To have high expectations for all pupils.
- To expose children to a range of high-quality literature
- To prepare children for next steps in learning
- To secure grammatical knowledge
- To develop confident learners
- To support children to make connections in their learning
- To create an environment where it is safe to make mistakes