English- writing

At Smallwood, we promote the fact that 'We can all be a writer!' Our writing curriculum focuses heavily on the link between reading and writing, the teaching of vocabulary and the use of high-quality texts to inspire and provide written models to our children.

Our aim for every child is to ensure:

- They are immersed in a vocabulary rich curriculum
- They develop their reading and writing skills, accuracy and love of writing through exposure to a range of exemplar texts (WAGOLLs)
- They gain knowledge and experience of writing in different styles and for different purposes, contexts and audiences
- They become effective, competent communicators, as well as good listeners
- They become confident with the essential skills of grammar, punctuation and spelling
- They have the ability to effectively plan, draft, edit and improve their writing
- They take pride in their work and have a fluent, cursive handwriting style
- They develop the confidence, desire and ability to express their views and opinions both orally and in writing
- They are confident to use their skills, knowledge and understanding of different text types and how to construct them, in their future beyond Smallwood.

Implementation

Writing is an important part of our curriculum and is timetabled within English lessons for a minimum of 5 hours per week.

Planning

Each unit of work is planned in accordance with the national curriculum objectives, using some Literacy Counts 'read to write units' as a structure to ensure coverage and progression of knowledge and skills. Each unit of writing has a vehicle text and one or two proposed writing outcomes of varying genres. Unit plans follow the following sequence:

- Immersion (Reading of vehicle text; enjoying, exploring; responding; sharing of WAGOLL)
- Analyse (Familiarisation of text structures and language features)
- Teach (Teaching of genre-specific features in context)
- Plan (Gather ideas, innovate and plan own version)
- Draft/ Write (Modelled and shared writing; application of writers' skills and knowledge; drafting; proof-reading; editing
- Publish (Write up final draft)

Teaching/ Learning (KS1/KS2)

In KS1 & KS2 English lesson are 4 x weekly and comprise of:

- A 15-minute focused response time (an opportunity for consolidation or challenge, as well as to amend previous work based on verbal feedback)
- Sentence accuracy work/ SPAG focus (an opportunity to cover non-negotiables *this may form part of the response time)
- Teacher input (modelling of sentence structures or of tasks in context)
- Guided Practice (opportunity to work collaboratively before independent practice- this might be orally or written)
- Independent Practice (applying skills taught- again this might be orally or written)

*The structure of some lessons may vary due to where the lesson fits into the sequence of learning, e.g. a 'drafting/ writing lesson' might have a bigger focus on modelled writing and editing as opposed to a vocabulary lesson towards the beginning of a unit.

Recording of writing

- Each child will have an English book where they will record their work during English (writing) lessons
- Published writes will also go in the child's main English book
- A separate draft book will be used by each child for the drafting/ editing part of the writing sequence. Within this book there will be evidence of the proof-reading and editing process
- Children will also have a SPAG jotter where they will complete spelling tests and stand-alone SPAG work.

Assessment of writing

- Assessment of writing will be daily and verbal feedback will be given to individuals or groups within the lesson or in the following lesson as part of response time
- Two published writes a term will be formally assessed against the writing objectives appropriate to the age/ stage of the child (highlighted assessment grids will be evident in English books following the piece of assessed writing)
- At least one piece of assessed writing each term will be topic-related to reflect the cross-curricular learning taking place in school.