

Writing

Intent

At Crosby-on-Eden our children are writers, our intent is to:

- Develop a clear comprehensive curriculum intent which drives the ongoing development and improvement of all curriculum subjects.
- Develop specific curriculum intent through careful research and development.
- Provide sufficient funding to ensure that implementation is high quality.
- Support teachers in selection of appropriate materials to ensure effective teaching.
- Understand and articulate the expectations of the curriculum to support teachers/teaching assistants in the delivery.
- Ensure an appropriate progression of skills is in place which supports pupils knowing more and remembering more vocabulary, grammatical knowledge and skills which develops them as writers.
- Ensure an appropriate progression of writing skills and knowledge is in place over time so that pupils are supported to be the best writers they can be.
- Provide teachers with the tools to support struggling writers as well as extend more competent ones.
- Attend regular training for all staff which addresses elements for development identified through effective monitoring.
- Plan learning structures to meet the needs of all pupils.
- The curriculum leader will support teachers/TAs to plan learning structures that meet the needs of all pupils.
- Personally pursue support for particular subject knowledge and skills gaps prior to teaching.
- Ensure resources are of high quality and plentiful so all pupils have the correct tools and materials.

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Implementation

Typical teaching sequence:

- **Introduction**
- What are we working towards, why? And how this fits in with our learning.
- **Reading phase**
Analyse text/WAGOLL (What a good one looks like)
Identify features, vocabulary and skills.
Collate ideas and inspiration.
Make judgements about effectiveness.
- **Planning Stage**
Focus on writing and editing skills.
Learn, practise and apply specific skills.
- **Writing phase**
- Guided/shared writing
Combine skills for purpose.
Draft, edit, improve, evaluate.

Our classrooms will:

- Provide appropriate quality equipment for each area of the curriculum.
- Have developed learning walls which include appropriate materials to both scaffold and extend learning.
- Be organised so that pupils can work in small groups or whole class to support pupils in their development of their skills.
- Make available, resources to both support learners and encourage independent learning.
- Provide a challenging curriculum that engages pupils.
- Provide opportunities to explore their own writing style, skills and experiences in safe and positive writing lessons.
- Provide positive feedback which encourages self-confidence in a nurturing environment to overcome barriers to learning.

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Impact

- Children enjoy writing across a range of genres, make links and apply their skills in cross-curricular topics. A high standard of written work in all areas of the curriculum will be evident.
- Children of all abilities will be able to succeed in lessons because work will be appropriately scaffolded.
- Pupils will have developed a wide vocabulary that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience.
- Children will be able to effectively apply the spelling rules and patterns they have been taught.
- Pupils have had the opportunity for practise and refinement of taught skills.
- Pupils who are able to critique their own writing because they know how to be successful.
- A consistent approach to the delivery and implementation of guided writing.
- High quality teaching to ensure every child's specific needs are targeted and addressed.
- That pupils over time, evidence they have embedded and subsequently built on the early phonics skills in order to continue to develop as a writer.
- Celebrate the successes of pupils through planned writing displays and assemblies.
- Collate evidence over time which demonstrates pupils know more and remember more.
- Monitor the standards in the subject to ensure the outcomes are at expected standards.
- Ensure assessment is completed fairly, accurately and in a timely manner

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to ensure pupils are challenged and supported.

- Ongoing CPD based on outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
- Resilient learners who overcome barriers and understand their own strengths and areas for development.

