



Clarendon Federation Equitable Writing Strategy

Intent

At Clarendon Federation, Writing is seen as an extension of our Reading offer. We value reading and writing as essential skills and, to that end, ensure that all children progress well in literacy so they are prepared for the next stage of their education. Our approach to English and Writing specifically, is an equitable one: we achieve equity by ensuring that research informs the development of our universal offer for Writing. In addition, we supplement our universal offer with targeted support for those children who may need further help. Targeted support will be deployed to ensure all children are meeting or exceeding their potential. This means that our targeted support will secure important transcription skills (foundational knowledge), and target excellence in Writing.

The design of our Writing curriculum is built around high-quality inclusive texts and animations. We aim to select texts that foster strong links with other curriculum subjects to support children's working memory. We are research informed in our approach to choosing texts, using organisations such as Book Trust, CLPE and The Literacy Trust to support our selections. We know that texts provide us with powerful contexts in which to explore diversity, social justice and British Values so we purposely seek out texts that help to enrich our children's personal development and build cultural capital.

The design and delivery of Writing skills has been developed around the principles of foundational knowledge: children need to be secure in the basics of writing - transcription (sentence level grammar, basic punctuation, phonics for spelling and handwriting) before they embark on composing more complex pieces of writing. In EYFS and Key Stage One, our curriculum prioritises the teaching of these transcription skills by refining the need to write complicated pieces of writing. In Key Stage Two, our curriculum progressively develops the skill of composition whilst securing foundational knowledge through our slow release teaching sequence.

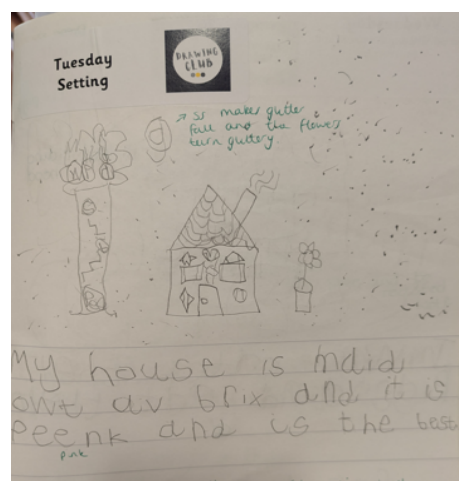
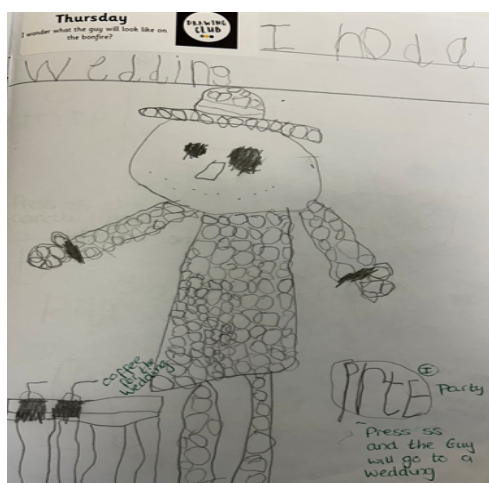
Early Writing

At Clarendon Federation we know that Early Writing development starts with a secure knowledge of phonics and the ability to use phonics to decode for reading and encode for spelling.

IN EYFS and Year 1, we prioritise the teaching of phonics and use texts, animations and provocations in the provision to inspire our young writers to mark make using learned phonics skills.

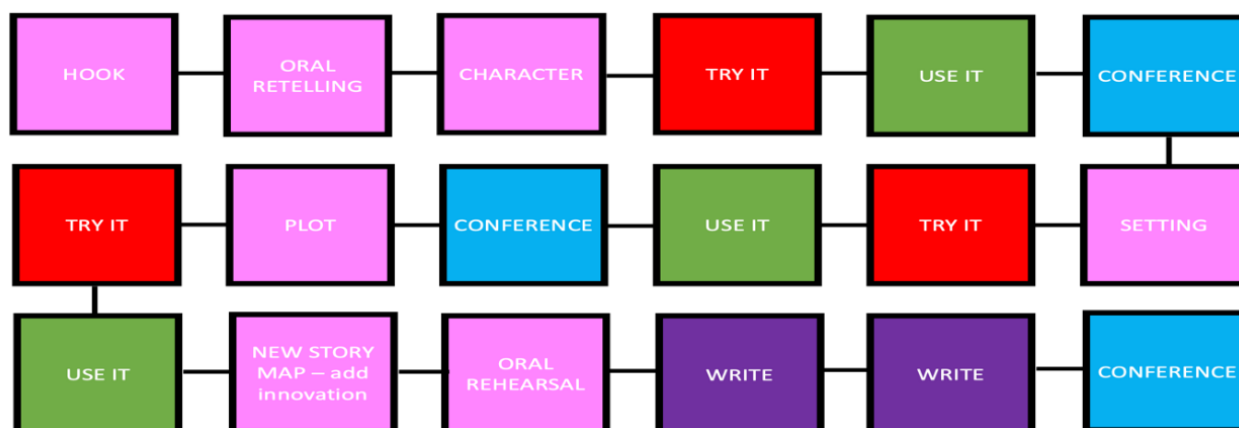
Drawing Club

We know that children require explicit teaching of writing in order to thrive. In EYFS and early in Year 1, we use Greg Botrill's DRAWING CLUB. This strategy allows teachers to immerse children in a chosen high quality text focusing on the most interesting elements (plot, character, setting). The teacher will then model drawing and writing about that element. Children will then use this scaffold to write words, captions, phrases, sentences and eventually, a series of linked sentences. By using this strategy, we manage the cognitive load by prioritising transcription over composition. Children can enjoy writing about high-interest parts of a text or animation.



During Year 1 into Year 2, we then introduce a slow release teaching sequence. This sequence is built on the principles of Drawing Club, but allows the class teacher to extend the children's learning so that age-appropriate grammar can be explicitly taught in context. At this stage, the teacher will still be securing transcription skills through explicit teaching including dictation. The teacher will deliberately be managing the complexity of the written outcomes; ensuring that children write accurately and purposefully rather than at length but incorrectly.

The Slow Release Sequence in KS1 (Narrative)



As children become more fluent in transcription skills, the teacher will introduce a range of text types

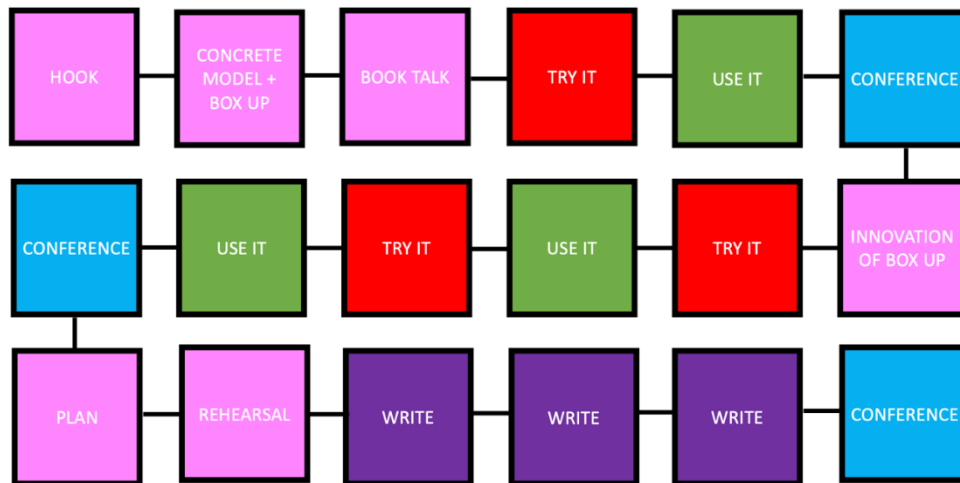
Write to inform	recounts about real events, information, simple letters, postcards
Write to persuade	invitations, simple letters
Write to instruct	recipes, directions, instructions for simple activities
Write to entertain	stories, poetry

Developing Writing into Key Stage Two

When children are fluent in early transcription skills (foundational knowledge), we teach Writing using a slow-release teaching sequence. This teaching sequence allows children to secure cultural capital, vocabulary and the themes of a text or animation. They will then explore a concrete model and use their knowledge and 'wonder' of the story structure (the story map or box up) to investigate age-appropriate grammar; plot, character, setting and text features.

Over time, children gain confidence in the story structure. This then allows the teacher to remove the scaffold so that the children can write purposely and independently. (See Fiction Section.)

The Slow Release Sequence in KS2 (Narrative)









The Long Term Plan and Coverage of text types

Every year, our children will have the opportunity to explore **writing to entertain**, **writing to inform**, **writing to persuade** and **writing to instruct**.

Write to inform	recounts, diaries, news, information texts, letters, biographies, autobiographies
Write to persuade	letters, news, adverts, invites, brochures, arguments, discussions
Write to instruct	recipes, directions, manuals
Write to entertain	stories, poetry

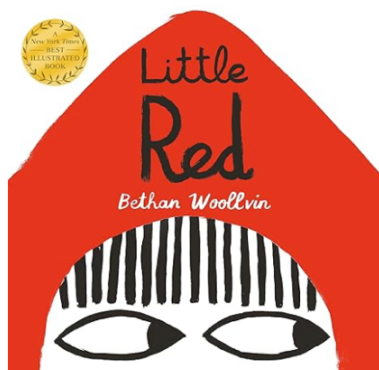
We ensure that, in a term, children will have time to explore writing to entertain and one other non-fiction text type.

Sample Long-term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Leon and the Place Between by Angela McAllister 	Stone Age Boy by Satoshi Kitamura 	The Iron Man by Ted Hughes 	Marcy and the Riddle of the Sphinx by Joe Todd Stanton 	The Wolves in the Walls by Neil Gaiman 	The Cloud Tea Monkeys by Elspeth Graham and Mal Peet 
Fiction outcome	Portal Story – new magical place	Story set in the Stone Age	Write opening to a sequel	Adventure Story set in Egypt	Story about elephants in the walls	Story about a different animal picking crop
Fiction SPaG focus	1. Simple and compound sentences 2. Noun phrases 3. Commas for lists	4. Adverbs of manner 5. Commas in a list (revisit) 6. Inverted commas for speech	1. Expanded noun phrases (recap) 2. Present perfect form of verbs 3. Use if, when, because for subordination	1. Similes 2. Inverted commas for speech (revisit) 3. Use conjunctions to make complex sentences – when/if/because/a s/also/ although	1. Adverbs for manner 2. Inverted commas (revisit) 3. Past tense and past perfect tense	1. Perfect tense 2. Direct speech 3. Compound and complex sentence structures
Faction outcome	Recount - diary	Instructions	Recount - News report	Explanation	Non-chronological report	Persuasion
Faction SPaG focus	1. Noun phrases 2. Time conjunctions	1. Adverbs for time and manner	1. Adverbs tie and manner 2. Direct speech	1. Use causal conjunctions – because, as, now that, so, as a result 2. Use adverbials – first, firstly, before, after, later, soon, also, in addition, however	1. Precise noun phrases (with modifying adverb) 2. Commas to list (nouns and noun phrases)	1. Alliteration (noun phrases) 2. Conjunctions – if, because, unless, so, and, but, even if, when
Ongoing skills	ORAL retelling is done in EVERY unit. Read back work to check it makes sense (model this in every lesson). Re-visit the objectives across and within units. Capital letters for proper nouns. Length of writing builds over the year to build stamina. Use box up planning – this is your paragraphs.					

Fiction

The teaching of fiction is dictated by the high-quality text or animation. The children's interest and enjoyment of the text or animation will help the teacher select the best possible writing outcome for a fiction unit. For example, the children will read, enjoy and gain understanding of a key part of the high-quality text – summarised in the teacher's box up. This will then allow children to write their own fiction based on that box up or it may inspire them to write an alternative box up structure.



Teacher's Box Up
Main character on a dangerous journey
Main character meets a villain
Disaster strikes
Main character solves the problem
Main character triumphant

Child's Box Up
Villain on a dangerous journey
Villain meets main character
Disaster strikes
Villain solves the problem
Villain triumphant

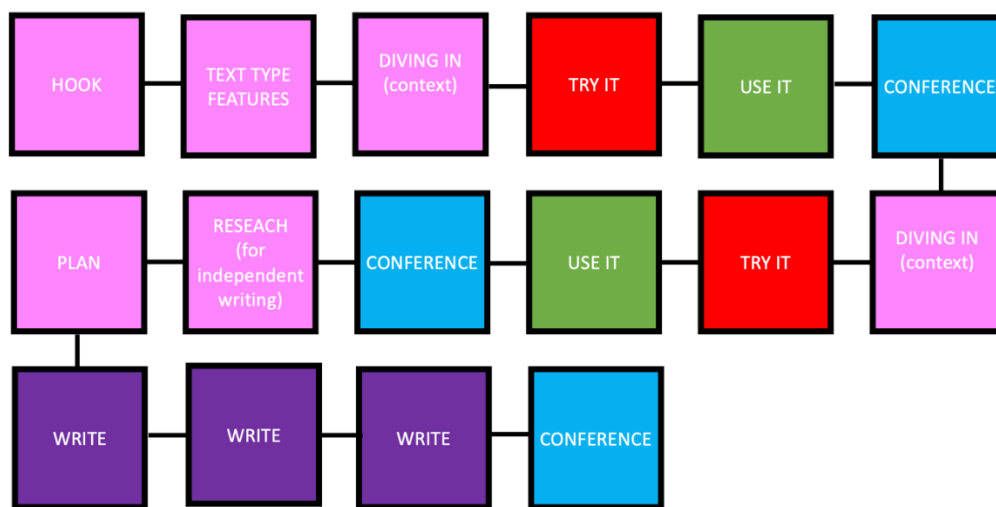
We purposefully do not dictate coverage of certain story arcs in the primary phase: we encourage teachers to build their box up from the text. However, we do ensure teachers are knowledgeable about the variety of story arcs available.

SEVEN BASIC STORY PLOTS

1. Overcoming the monster
2. Rags to Riches
3. Quest
4. Voyage and Return
5. Comedy
6. Tragedy
7. Rebirth

Faction (Non-Fiction in fictional context)

Faction is non-fiction writing using fictional contexts linked to the text. We teach faction in English so we can invest in the high-quality text and teach writing as a subject. This ensures our children have enough knowledge and cultural capital to be able to write non-fiction well.



Disciplinary Writing of Non-fiction

Our faction writing in English supports actual non-fiction writing across the curriculum. Children will, for example, learn how to write information texts in a faction unit but can then apply this skill when writing an information text in a foundation subject. In this way we ensure that the substantive knowledge gained in writing lessons is transferred into disciplinary knowledge when writing across the curriculum.

Teaching the Writing Process

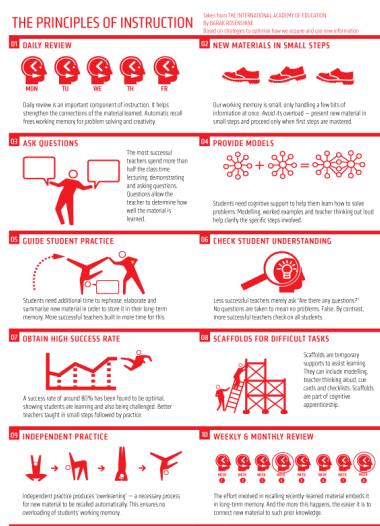
At Clarendon Federation, we recognise the writing process as Planning – Drafting – Editing – Revising – Proofreading – Presenting.

Our teaching sequence ensures that we spend appropriate purposeful time on each element of the writing process. We do not present our work conventionally at the end of every unit, but we do ensure that children read aloud their writing to teach the purpose of the written word. We will target presentation skills across the year and publish writing when and where appropriate. This may be English written work or written work generated in foundation subjects.

Class Conferencing

We know editing and proofreading is a key element of the writing process. We ensure that editing and proofreading is threaded through our writing teaching sequence. Our sequences contain class conferencing sessions. Class conferencing is research informed; developing the principles set out in the EEF's guidance for effective feedback. Conferencing will look different in KS1 to KS2. Ultimately, we want our conferencing sessions to ensure our children leave Clarendon Federation knowing what it means to be a reflective learning and develop from feedback.

Lesson Design



Our approach to day-to-day teaching of writing is research informed. We use the principles of Rosenshine, the EEF's 7-step model for teaching and research into mastery teaching and management of the cognitive load to secure our lesson design model.

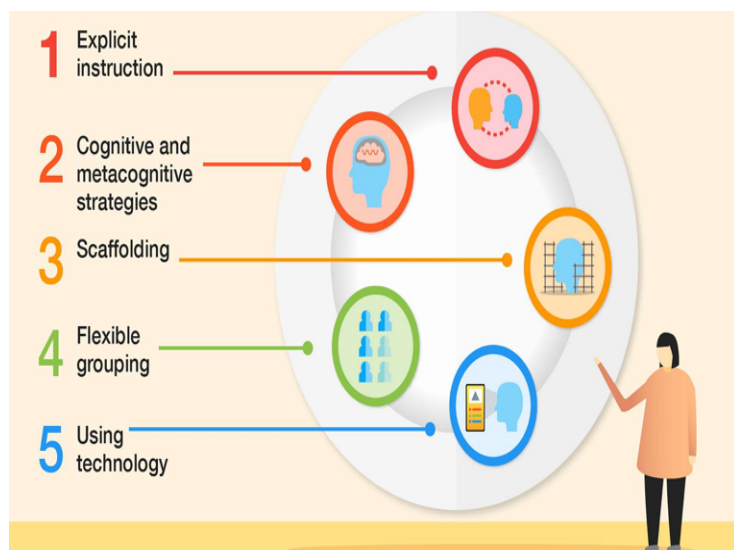
This model ensures that teachers routinely break down lessons into small steps, monitor learning and address gaps, deploy scaffolds and other adaptive teaching strategies, review learning and secure a rate of success before moving more complex tasks.



high
on to

Adaptive Teaching

Our agreed lesson design is also informed by the EEFs 5 a-day and research into adaptive teaching



Teachers will use a range of strategies to ensure, across a lesson and over time, that children thrive and barriers to learning are removed. Deliberate practice of adaptive teaching strategies will be referenced in the school's universal offer. A teacher may however use additional strategies based on their ongoing assessments.

Assessment

Assessment is at the core of how we teach writing at Clarendon Federation. We use assessment in 3 different ways

Formative

1. **Ongoing diagnostic assessment:** this is secured through our lesson design. Our lesson design ensures that all teachers are monitoring the learning during every writing lesson. This enables them to pick up misconceptions early. We aim to ensure that all children leave a learning experience confident and ready to move on. We recognise that some children occasional may need help to keep up; our lesson design ensures teachers spot these children and take suitable, timely action.
2. **Termly diagnostic assessment:** our teacher assessment grids allow us to track progress of our children over each term against the national curriculum (2014). This ensures children who are at risk of falling behind are identified quickly and suitable provision is put in place to help them catch up.

Summative

3. **Teacher Assessment:** Our Teacher Assessment Frameworks (TAFs) are aligned

Year 3 Teacher Assessment Framework
Working towards the standard
<ul style="list-style-type: none"> Use co-ordinating and some subordinating conjunctions. Demarcate sentences accurately with capitals letters, full stops and question marks and consistently use capital letters for proper nouns. Spell KS1 common exception words mostly correctly and make phonetically plausible attempts at spellings. Spell words with a variety of the Year 2 suffixes e.g. <i>ed, -ing, -er, -est, -s/-es/-igs, -ly, -ful</i> correctly, including accurate spelling of the root word. Form lower-case letters accurately, using some joins. Write coherent fiction and non-fiction texts for a range of purposes.
Working at the standard
<ul style="list-style-type: none"> Use the diagonal/horizontal strokes that are needed to join letters. Use noun phrases expanded with adjectives e.g. <i>flaming hot lava; a brave, dangerous mission; the terrifying dragon.</i> Use conjunctions, prepositions and adverbs for time e.g. <i>when, before, next, then, later; cause e.g. because, since, as, so and place e.g. where, in, above, under, next to.</i> Punctuate speech using inverted commas (speech marks) with some accuracy. Use a range of subordinating conjunctions e.g. <i>yet, as, while, before, after, until, while.</i> Start to use paragraphs to group related information. Use simple organisational devices e.g. <i>headings, sub-headings, captions.</i> Punctuate sentences accurately with exclamation marks Use commas in lists in fiction and non-fiction Use apostrophes for contractions correctly e.g. <i>can't, won't, shouldn't.</i> Use apostrophes for singular possession correctly e.g. <i>the dragon's teeth.</i> Use present and past tense correctly and consistently. Use the progressive form of the verb to show actions in progress e.g. <i>The dragon was flying in the air. The flames are burning the village.</i> Begin to use the perfect form (past or present) e.g. <i>I had been/we have been</i> Spell many words from the Y3/4 spelling list correctly. Maintain a legible and consistent handwriting style. Describe settings and characters in narratives e.g. <i>describing characters' appearance, feelings.</i> Revise and edit their writing in relation to the Year 3 grammar and spelling expectations.
Working at greater depth
<ul style="list-style-type: none"> Use a broader range of vocabulary and use the range of grammar taught within Year 3 in a range of independent writing, drawing on wider reading and knowledge from across the curriculum. Consistently use editing and revising strategies independently to improve the quality and accuracy of their writing. Spell most of the Year 3/4 spelling list correctly Spell most words used correctly including Year 3 prefixes, suffixes and homophones

with our milestones and the Key Performance Indicators expected by the end of Year 6.

This criteria helps teachers evaluate whether a child is working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. Teachers will formally assess using the TAFs at the end of the year and at least twice leading up to the end of the year (usually in line with our 3 assessment points (Term 2, 4 and 6).

Whilst we do not routinely assess writing using tests, teachers will occasionally use 'cold writing tasks' to inform their teacher assessment. However, most of their judgements will come from **day-to-day classroom teaching**. Our summative reading assessment will also provide information for teachers:

- *NTS Reading Assessments administered 3x per year (Term 2, 4 and 6).*

Writing Moderation

We know that accurate teacher assessment is supported by regular moderation. At Clarendon Federation we work collaboratively across our school to moderate samples of writing 3 times a year. We also collaborate with our hub and moderate samples of writing across schools 3 times a year.

Provision for Disadvantaged Learners

At Clarendon Federation, we use the Department for Education's definition of disadvantaged learners: *those with SEND, in receipt of Pupil Premium, Looked After Children and Children in Need*. However, we recognise that no child is exempt from vulnerabilities so our provision for disadvantaged learners is built around ongoing diagnostic assessment of need (see above).

All children, including those who experience disadvantage, get full access to the universal offer for writing unless there is a requirement to provide something additional to or different from in-line with the SEND code of practice.

Our Universal Offer

Our universal offer for writing is built around our understanding of adaptive teaching (see adaptive teaching) and needs analysis around the SEND four broad areas of need. As a school, we agree a universal offer so we know that any child, no matter what class they belong to gets a consistent provision.



A SAMPLE UNIVERSAL OFFER FOR ENGLISH				
Writing only Reading only				
STRATEGY & POLICY	COGNITIVE LOAD	TEACHING	SCAFFOLDING	TECHNOLOGY
Slow release teaching sequences using the 7 step principle for reading and writing	Cognitive load management tools: small steps, prioritised content, simplified pathway	Live modelling from coded prompts	Widget/noun project to support sentence building	Use modelling book with a visualiser
Worked examples with colour coded grammar to launch each writing sequence	Talk and experiential learning used to secure cultural capital	I DO: Think Alouds	Dual coded flips, slides and tasks	Visualiser share task (metacognition)
TRY/USE principle for teaching and applying grammar	One text/animation to inspire fiction and fiction writing	I DO: build a worked example	Coloured coded sentence structures - link to colourful semantics or made up	Visualiser to share feedback during lessons
Consistent context e.g. grammar taught in the context of the text or what the children will write next	Use huddles/mini plenaries to check understanding	WE DO: hand over to children to have a go using the I DO example Monitor learning in the WE DO – tackle the misconceptions in-the-moment	Sentences stems – to support feedback	Talking tins – supporting the writing process (capturing the model into the talk tins)
Regular class conferencing/feedback about writing: from policy to practice	Movement break, calm box activity, sensory regulation area	Repeat or Ping-pong I/WE for small steps teaching	Bar modelling to code sentence types Simple/compound/variety of complex sentences	Dictation software Mics and google docs/word/iPad

Targeted Academic Support

We have 2 waves to our Targeted Academic Support for Writing

1. Pre and Post teaching: this targets fluency of transcription skills (sentence construction, phonics, spelling, grammar, handwriting) and cultural capital (context knowledge such as reading and discussing the high-quality text) and related themes including VOCABULARY.
2. Small group writing interventions: this intervention happens outside of the writing lesson but links to the content of that lesson. This intervention is built around the needs of the children, led

MONITORING INTERVENTIONS 20-21 VG

Bookend Monitoring

Focus: xxxx

Children/Group xxxx

Intervention:

Timeframe:

BASELINE Start Date: xxxxxxxxxx

What can currently be seen, heard, noticed, measured and recorded?

- xxx

FINISHING LINE End Date: xxxxxxxxxx

What it will look, sound, feel like when outcome is achieved?

- xxxxxx

Initial meeting	Red	Amber	Green
ACTIONS			
•			
•			
Check-in			
• <u>xxx</u>			
ACTIONS			
•			
•			
Final meeting: <u>xxxxxxxxxx</u>			
• <u>xxx</u>			
ACTIONS			
•			
•			

by a trained adult and monitored using our bookend approach

Further Interventions

We also run specific programmes to support Literacy fluency

- Understanding Letters and Sounds (ULS) Phonics Keep up/Catch-up
- Unlocking Letter and Sounds Handwriting (linked to phonics scheme)
- ELKAN Speech and Language Programme
- Spelling Shed (Y2 and KS2)
- Talk interventions e.g. time to talk

Impact

Our Writing Strategy has been built on the principles of equity: that fair does not mean equal: that some children will need more in order for them to be ready for the next stage of their education.

As a result, our impact metrics focus on closing the gap and ensuring that all children meet or exceed expectations in Writing by the time they leave Year 6. Alongside this, those children who experience disadvantage will make at least the same or accelerated progress when compared to their non-disadvantaged peers. We are careful to secure clear baselines for all our children so we can plan, deliver and communicate this progress across each academic year and secure effective transition.