



ENGLISH WRITING CONSTRUCT

“Writing comes from reading, and reading is the finest teacher of how to write.” – Annie Proulx

Aims and Objectives

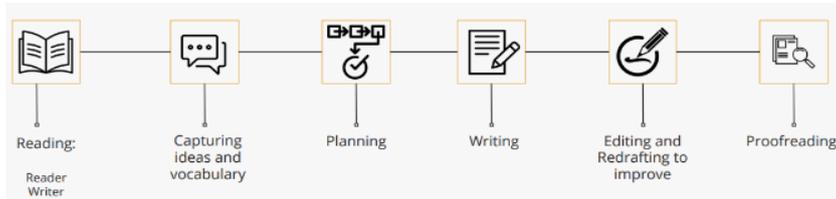
English has a pre-eminent place in education and society: no skill is more crucial to the future of a child, or to a democratic and prosperous society, than literacy.

Our writing curriculum aims to ensure that all pupils:

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening and use Standard English, which should be modelled by all members of staff. They have the opportunity to make formal presentations, demonstrate to others and participate in debate.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, audiences and purposes (inform, persuade, discuss, entertain)
- have opportunities to practise and apply their English skills across all curriculum areas

What Writing looks like at Dowson

The teaching of writing at Dowson is structured to ensure that there is a cohesive and sequenced approach. Long term plans include a variety of text types, genres and writing outcomes and the objectives included are progressive across and within year groups. Medium term plans ensure a sequenced approach for spelling, punctuation and grammar objectives. Each writing unit is planned according to the following teaching sequence:



Teachers Planning of Writing

- English planning of writing is based on high-quality, age-appropriate texts or the current topic. Power of Reading texts are used at least three times per year.
- Poetry is included in a unit at least 3 times per year.
- Teachers ensure that over a year, children are provided with a range of engaging writing purposes. When planning medium term units, teachers take into account current events, children’s interests and cross-curricular links. Teachers should follow a Power of Reading sequence, or the teaching sequence as shown above.
- Weekly plans are developed collaboratively between year group partners.
- Objectives are taken from the National Curriculum and should mainly focus on SPAG development.
- When necessary, teachers should plan to include the teaching of Modelling, Scribing and Scaffolding. The children then write independently or in pairs/groups unless working in a Guided Writing group.
- Guided Writes should be used within English lessons to accelerate the progress of Mission Critical children or to address a specific need.
- Within a unit of work, children should be given the opportunity to practise speaking and listening skills and verbally rehearse their sentences before writing. They should be given opportunities to plan/draft their ideas, as well as edit and improve before producing a final piece.
- Scaffolds should be provided to support children’s planning of writing.



Support and challenge

- Resources to support children should be available in every classroom. Examples include: talk time, pencil grip, word banks, cloze procedure, sentence stems, phonics chart, visual stimuli
- In most lessons, children should be sat in mixed ability partners to develop their speaking, listening and collaborative skills. Teachers should select specific children, according to formative assessment, to focus on within each lesson. This may be through verbal feedback, questioning, support from the Teacher/ Teaching assistant or through a Guided Write.
- Whilst children are writing, the teacher's primary role is to 'walk the room': identify misconceptions, address common mistakes, challenge and support where needed.
- Where a teaching assistant is available, they should contribute to the children's learning at all points in the lesson. This could be through the teacher's planning, or responsively through assessment within the lesson.
- Each classroom should have an 'English' working wall which should be updated regularly. Items on the wall should support independent learning and could include: vocabulary which has been gathered together, WAGOLL texts, relevant WINS, modelled and shared writing, examples of children's successful work or evidence of the learning journey completed through an English unit.
- Children are challenged by being exposed to high quality texts which equip them with a rich diet of vocabulary that they can use in their writing.
- Progressive WAGOLL for each text type support teachers to expose to the high vocabulary, text and sentence structure
- Teacher challenge children in every lesson. Examples include: challenge by choice, star WINS, questioning, marking and verbal feedback, guided writes

Phonics

- Phonics is taught primarily through the 'Read, Write Inc.' phonics scheme aimed at Foundation Stage and Lower School Children. (See Early Reading policy)

Spelling

- Spelling is taught following the SCODE spelling scheme. This starts in year 2 up to year 6. This is delivered 4 times per week for 20 minutes each session. SCODE may be taught within an English lesson or during an afternoon slot.

Handwriting

- In Early Years, handwriting is taught through Read Write Inc, and in KS1, once children are ready, they move to practising forming a cursive script using the Letter Join scheme. In KS2, Letterjoin is the basis of the handwriting script, and cursive handwriting is practised through spelling sessions.



Target Setting/intervention

- Children have regular guidance about their 'next steps' in learning through our challenge card system and high quality marking and feedback (see academic guidance and target setting policies for detailed information).
- Through formative assessment of their children, teachers feedback verbally or through their marking about the successes and progress the children have shown in their learning during lessons but, most importantly, about how they can improve their work to make it closer to the expectation or what they need to do next in order to progress further. This acts as a target for the following lesson and will sometimes include a particular challenge for the child to further their understanding or use of skills acquired.
- This formative assessment enables teachers to plan guided writes and verbal feedback as required in the following lesson.

Assessment

- In order to establish an accurate understanding of pupils' knowledge and skills, teachers mark each piece of writing and provide written or verbal feedback. The feedback focuses on next steps or ways forward. It informs the teacher what to plan for the next lesson or who to support/challenge. Teacher assessments are recorded on Bromcom and success towards the different objectives translates to an overall judgement at key points during the year. Assessment is also supported by the moderation documentation provided by Tameside/The Enquire Learning Trust. Internal and external moderation meetings support teachers with their final judgements at the end of each term.

Homework

- Our challenge card system allows children, with support from parents, to set their own pace through a series of spelling challenges. These challenges are independent of ongoing daily learning but ensure children achieve the 'basic' skills of spelling to enhance their English performance.

