

Rose Wood Academy



Writing at Rose Wood

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Good writing gives children a voice to share their ideas with the world and is a skill which is vital for all of their schooling and their life beyond. We understand that writing is a complicated and intricate process so we ensure that the key skills for writing: handwriting, spelling, grammar and punctuation are taught using a systematic approach through a curriculum that also helps children generate content. We put high quality literature at the heart of our curriculum as we believe that a well-chosen text provides rich language models and structures from which children can learn how writing works and the effect it can have on a reader. At Rose Wood, we aim that our children **want** to write and know **how** to write.

Planning – Teachers plan from the Rose Wood writing curriculum, which is based on National Curriculum expectations. We incorporate quality literature to inspire our writing and use many of the ‘Power of Reading’ approaches to support with content.

Spelling – We teach spelling daily using a systematic approach. In the Early Years and Key Stage 1, pupils are taught phonics based on the Letters and Sounds programme. In Key Stage 2, children are taught spelling daily, using a systematic spelling approach. We also have specific phonics ‘catch up’ programmes which we use in KS2.

Grammar and punctuation – We believe that having a good understanding of grammar is crucial as it underpins quality writing, allowing children to build words into sentences that communicate exactly what children want to say. For this reason, pupils are explicitly taught to use a range of different grammar and punctuation in their writing. We have a clear and progressive grammar curriculum and teach grammar as a tool to improve writing.

Ideas for writing – In addition to the technical skills, we want children to have generated so many ideas for their writing that committing them to paper becomes an easy next step. Our enquiry driven curriculum and high quality texts from ‘The Power of Reading’ and beyond gives our children a wealth of knowledge and ideas for writing. Children are given time to talk about their ideas, develop vocabulary and immerse themselves in language before they begin to write.

Sequence of lessons – At Rose Wood, we begin each teaching sequence with a cold task, building to a warm task and culminating in a hot task. The content of the cold task should be informed by prior learning in the wider curriculum and assessed using an assessment bar. This assessment bar should include aspects that we would expect to see in the genre, in line with year group expectations. This will include previously taught elements which teachers would like to see applied and also challenging new aspects. It must include ‘dynamic vocabulary’. The series of lessons which follow are designed to address these gaps in learning or improve upon skills identified. The warm task is designed to draw this new learning together. The nature of the final hot task is dependent on the genre and can either be a complete third version of the genre taught or a section of the genre where skills taught can be assessed. This piece will be re-assessed using the original task bar. Dynamic

vocabulary must be taught as part of the process and the impact of this be seen within the final piece. The full process may not always be used in Year 6 to allow time for more completed pieces of writing across a range of genres and application of all skills taught. Re-drafting will still be an integral part of the process.

Editing and Re-Drafting – The editing and re-drafting process will be progressive across school, starting with basic editing in Year 1, moving to complete re-drafts by the end of UKS2. The re-drafting flap will be introduced in Year 3, when the children are ready. This will be to improve on an aspect of the cold task. There will be an identified focus for this re-draft. Re-drafting will also take place at the other points of the writing sequence at times the teacher feels appropriate.

Success Criteria – The model for the success criteria in writing is to have a column of non-negotiable aspects, which children should be able to include, with additional scaffolds if needed. The second column should include aspects for further challenge. Self-assessment opportunities can be included within the success criteria.

Vocabulary – We create a language rich environment, focusing on enriching vocabulary, and the ways language is used effectively for impact on a reader. Vocabulary is explicitly taught through our sequence of writing lessons and in other subjects. The impact of this should be evident in the warm and hot tasks.

Assessment and Recording – The writing sequence will predominantly be recorded in children's writing books. There may be collaborative aspects recorded in the floor book. The assessment bar will be used to assess start and end points against a year group expectation. Formative assessments will be used throughout the process to inform next steps. At the end of each term, pupils' writing is moderated and teachers rank their children across the year group, based on their teacher assessed judgements. Children are discussed in pupil progress meetings. Successes are celebrated and provision is made for any children whose progress or attainment has been identified as a concern and interventions agreed. These interventions are recorded on a year group provision map.

Celebration and publication – We celebrate writing through authentic publication and presentation across a range of platforms. We understand that presenting work for an audience gives children a purpose for their writing. We plan opportunities for book-making, publishing, displaying or final performance that brings the children's writing to a wider audience and creates pride in finished pieces.

Feedback and Marking – The peer critique model is used through peer feedback on work shared via the whiteboard. Children are taught how to evaluate work to inform their own, moving to a model where this can be done with impact in child-led groups in UKS2. Children learn to critique using a combination of their own work, work completed by previous year groups and also work which has been designed for critiquing by the teacher. For marking, KS1 use marking symbols to support feedback to children. KS2 will use *Sp* to identify a spelling which the teacher feels a child should be able to spell correctly. This can be in the margin or on the actual word, depending on the stage of the child involved. *CL* will be used to denote a missing capital letter and *P* for any punctuation which needs amending.