



Writing at Rose Wood

Intent

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.

Implementation

At Rose Wood, pupils are taught the key skills that they will need to become confident writers.

Spelling – We teach spelling daily using a systematic approach. In the Early Years and Key Stage 1, pupils are taught phonics through Letters and Sounds. In Key Stage 2, children are taught spelling daily, using the Read,Write,Inc systematic spelling approach.

Grammar and punctuation – We believe that having a good understanding of grammar is crucial as it underpins quality writing, allowing them 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 well-mapped 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 project based curriculum and high quality texts from 'The Power of Reading' gives our children a wealth of knowledge and ideas for writing. They are given time to talk about their ideas and immerse themselves in language through drama and role-play before they begin to write.

Purpose – At Rose Wood we give our pupils a sense of purpose through our 'Exhibitions of Beautiful Work'. Pupils are given the opportunity to share their finished work with friends and family every half term.

Sequence of lessons – At Rose Wood, we begin each teaching sequence with a cold task which helps teachers to identify the key skills that pupils need to successfully complete a particular text type. A series of lessons is then planned to address these gaps in learning. The sequence culminates in a hot task which allows a pupil to demonstrate their skills. Children are given the opportunity to draft and polish their work before final publication.

Vocabulary

We create a language rich environment, focusing on enriching vocabulary, understanding what words mean and how and why they are used and ways language is used effectively for impact on a reader. Vocabulary is explicitly taught through our sequence of writing lessons.

Celebration and publication

At Rose Wood we celebrate writing through authentic publication and presentation across a range of platforms. We understand that publishing their work for an audience gives children a purpose for their writing. We plan opportunities for book-making, publishing or final performance that brings the children's writing to a wider audience and creates pride in finished pieces. We provide opportunity for children to have their writing read aloud, and performed, then discussed and polished further.

Planning

Teachers at Rose Wood use the Rose Wood English curriculum document to underpin the planning of English lessons. This includes the following:

- Transcription progression document
- Grammar and punctuation progression document
- English curriculum headlines overview Y1-Y6
- Model English Curriculum Y1-6 Writing

Alongside this, each year group plans approximately 5 creative learning projects each year. Each project will be based around a high quality text and will include rich language models and structures from which children can learn how writing works and the effect it can have on a reader. The project will also give pupils memorable experiences that will stimulate ideas for writing.

Impact

Assessment

Teachers use formative assessment throughout the writing process to inform the next steps for learning. At the end of each term, pupils' writing is moderated to give a summative judgement. Each term, teachers rank their children in writing, based on their teacher assessed judgements and children are discussed in subsequent pupil progress meetings. Provision is made for any children whose progress or attainment is a concern and interventions agreed. These interventions are recorded on a year group provision map.

