

# WRITING INTENT

## Entitlement

At Marlborough Road we want all of our children to be able to communicate accurately and effectively both verbally and in writing, to express themselves and to enjoy writing for a range of purposes and audiences. This means that as they get older and move to the next stage of their education, they will be able to operate effectively in any situation. We believe that high levels of oracy engender high standards in writing, and we want our children's communication skills to open doors for them. Being able to express their feelings, ideas and opinions effectively in writing and speech will have a positive effect on their well-being and will enable them to be successful in any walk of life. We follow the United Learning Writing Curriculum, which is based around the core principles:

1. Developing pupils' metacognitive and critical thinking skills: we explicitly and authentically model the writing process and thinking out loud.
2. Ensuring the highest expectations for the attainment and progress of all pupils: progression in learning is mapped across units, year groups and key stages and our teachers have the conviction that every child has something to write about.
3. Supporting pupils in developing pleasure in writing and discovering their own voice: independence and autonomy is built into the curriculum. A wide range of writing opportunities are provided and links are made to pupils own backgrounds and experiences.
4. Developing a secure understanding of the writing process: the writing process is recursive and not linear. Grammar is taught within context and new objectives are introduced in small, manageable steps.

## Coherence

In EYFS, writing units are planned around half-termly topics and a range of books are used as models and as a means of delivering content. Writing units begin by immersing the children in the text. Objectives taken from "Development Matters" are then modelled and practiced (guided and independent) by the children. In addition to this, a writing focus activity is planned on a weekly basis and delivered through the provision always with adult support. Opportunities are taken to develop fine and gross motor skills throughout all areas of the environment. There is an emphasis on correct letter formation which is modelled to children on a daily basis during 'Read Write Inc' phonics sessions and "What's in the box?"

Practitioners follow the UL curriculum for writing from EYFS through to Y6. The curriculum is constructed to build towards identified end points, which ensure that learners are ready to access the next stage of their education, including the transition to K.S 3.

Weaker or less-experienced writers may be supported in the classroom by an additional adult who may model at a less advanced level and who encourages them to orally rehearse sentences and to use RWI or other spelling strategies when writing. They may also be provided with word banks or sentence starters.

Children at the initial stages of English acquisition are taught by an experienced TA separately, in a mixed age group. They work through the SEEMA programme, which starts with basic vocabulary knowledge – objects, feelings, colours etc. These words are spoken and written. This then moves to speaking and writing simple sentences. Once a child has reached a basic level of competency, the SEEMA teacher consults with the class teacher and the SENCO, and if considered appropriate, the child

returns to class. These children are in class for the rest of the day in order to immerse them in English and to maintain contact with age – related expectations and content.

### Cultural Capital

The writing curriculum at Marlborough Road draws on a wide range of diverse and quality texts, which have been chosen as starting points and models.

### Implementation

Writing units start by reading and analysing the chosen text. Teachers focus on the “RAFT”; they look at the **reason** for writing, the **audience**, the **features** and the **tone** of the text. They teach the specific grammar and organisational features detailed in the curriculum that are appropriate to that text type. All stages of the writing process are modelled, and these stages include:

- Planning
- Drafting
- Proof-reading and editing
- Re-writing

Our whole school approach to the teaching and learning of writing involves planning for the following;

- Gap teaching following the outcomes of summative assessment
- Teaching key vocabulary and concepts for SEND pupils.
- A cycle of lessons, which carefully plans for progression and depth.
- Educational visits, visiting experts and artifacts that will enhance the learning experience e.g. author visits.
- Classroom working walls to display high quality models
- Sentence practice, which enables children to develop their sentence structure not only in English lessons, but throughout our school curriculum in different contexts
- Scaffolding within each lesson for children that need support and deepening tasks for children who require additional challenge
- Learning through our hidden curriculum (lunch time activities), such as book making in the construction area
- Questioning to assess understanding (hinge point questioning, funnelling, direct), which form part of the Rosenshine principles
- Links to other subject areas. As a school, we include as many opportunities for writing like a scientist in our lessons as possible, along with opportunities for using and applying what we have learnt in English

Writing takes place in other areas of the curriculum and consideration will be given to the audience and purpose; children are encouraged to write as geographers or historians and to apply the skills they have learnt in their English lessons, using the content they have learned in the wider curriculum subjects. Standards are expected to be maintained across the curriculum.

In addition to this, ‘Sentence Practice’ gives children the opportunity to practise particular conjunctions or sentence structures at an age-related level across the curriculum (see addendum “Teaching Sentence Structure at Marlborough Road” and “The Writing Revolution” by Judith C Hochman – this book cites the importance of practising sentence construction as the building blocks of writing).

In spelling, we follow the Babcock LDP 'No Nonsense spelling' programme. This programme was chosen as it follows a review, teach, practise and apply model in accordance with the Rosenshine Principles. This is taught 3 x a week. This work is recorded in a spelling journal.

For handwriting, we use the NELSON scheme. This is taught 3x a week. This scheme aligns with the letter formation in the phonics scheme Read Write Inc.

### Impact

Our aim is that children become fluent, confident and accurate writers, adept initially at communicating their personal news and simple narratives, so that they can focus on developing their awareness of the reader for a range of purposes, and more complex grammatical ability as they move through the school.

Attainment and progress in writing is measured using:

- teacher assessment at the end of each year group. Writing is moderated by the English lead on a termly basis, and in EYFS, Year 2 and 6, moderation is undertaken within various clusters.
- Retrieval practice at the beginning of each lesson to review prior learning. This demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions with 'in the moment' feedback.
- Spaced retrieval after a period of time to assess how well pupils have remembered prior learning over time.

**Progress is demonstrated by children knowing and remembering more** and by them being able to keep up with the demands of the curriculum.