

Writing



Intent - What are our curriculum aims?

At Stocks Green Primary School, our writing curriculum is designed to meet our curriculum aims which are to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our writing curriculum. We intend that all pupils become reflective writers who have the **confidence to independently improve their work**. Throughout the writing curriculum, we aim that **children develop a love of text and creativity**. We intend for this to transfer to their ability to explore genres through their own writing. We intend that pupils **present their ideas clearly using cursive handwriting, accurate syntax, spelling and grammar**. We aim for all pupils to become **resilient and independent in their writing with the confidence to take risks and explore different styles**. As they move through our curriculum, we aim for pupils to become **autonomous writers with a sense of their own style**.

Our writing curriculum is designed to **inspire children's imagination and creative interests and channel it through different genres**. We aim that our writing curriculum is sequenced in such a way that children know more and remember more as they travel through each writing genre. Writing genres build on previously learnt knowledge and **the curriculum is spiralled so that children have repeated exposure to different genres and opportunities to build on secure foundations**. Stocks Green believes that high quality writing is drawn from a deep understanding of a writing genre and carefully planned and delivered modelling of the writing process. As such, the learning sequence allows pupils plenty of time to engage with the genre studied as well as opportunities for teachers to model both effective writing techniques as well as metacognitive strategies. Children are provided with opportunities to then build on their knowledge and create new content using feedback from a more structured modelled text.

We believe that to bring our writing curriculum to life it needs to include a rich variety of **texts to draw inspiration from as well as opportunities to write for a purpose**. Where possible, this purpose could be linked to the history, geography or science topic the children are learning or be related to a school, local, national or global issue. Teaching writing in this way is intended to **empower pupils with the knowledge, skills and confidence to write across the curriculum and to be successful with their writing in secondary school and beyond**.

Our **curriculum pedagogy is based on five distinct stages** which aim to develop children's knowledge over time as well as provide them with opportunities to apply that knowledge and create new written content inspired by what they have engaged with.



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Engage

Engage – children are engaged in a writing genre through immersion in the text. This involves over learning of a text type, learning facts about the genre as well as investigating the key features that make a successful piece of writing in that genre.



Develop

Develop – children develop new knowledge and skills by developing word, sentence and text knowledge. This stage involves developing grammatical knowledge and skills ready to apply it in their own writing.



Magpie

Magpie – children use previously studied effective pieces of writing, as well as teacher modelling, to magpie ideas for their own writing and create their own pieces.



Build

Build – children build on their previous piece of writing by focusing on teacher feedback to build towards a new, more independent piece of writing. Children build their knowledge of a new topic ready to write about in the same genre.



Create

Create – children create new pieces building on the feedback from the previous piece. They innovate on a new topic but in the same genre of writing, becoming increasingly independent.



Implementation – How do we achieve our aims?

Mapping Genres

The writing curriculum is mapped across different genres of writing. **Each genre is taught in a 'block' and will include the five distinct stages outlined in our curriculum pedagogy.** The progression of knowledge and skills for each genre includes all the knowledge and grammatical skills required for each year group to ensure full coverage of the year group's objectives.

Progression and Sequencing

The writing curriculum has been **designed to provide the children with the knowledge required to be successful writers both at secondary school and beyond into the wider world of work and study.** Each genre has been carefully considered to build over time and with an onward trajectory of being able to apply the children's developing writing skills to a range of different situations and contexts, both formal and informal. Across the school, children will explore different genres of writing multiple times to allow for previously learnt grammatical knowledge to be developed further each time it is encountered. **Opportunities to explore the genre in a spiral curriculum are built into each year group to allow for spaced practice.** The lessons in each of the genres are written in sequence. Sequencing is really important, as children should not be undertaking tasks or be introduced to new concepts without having the required prior knowledge.

For example, narrative story is taught three times through Year 1 with the additional features of adjectives and nouns taught throughout the year. In Year 2, the additional features of subordination and coordinating conjunctions are taught and the narrative builds on the knowledge learn in Year 1. The curriculum continues in this way all the way through to Year 6. In Year 6, narrative stories will include the features taught in previous year groups as well as relative clauses and dashes to indicate parenthesis. This example illustrates how the progression of planning allows the curriculum to develop overtime and children to refine and develop their knowledge further.



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Lesson Design and Curriculum Delivery

Big Question – each sequence of learning is built around a 'Big Question'. For example, 'what are the features of an effective explanation text?'. This is used as a vehicle to explore the genre and consider the choices that authors make in order to create an effective piece of writing. Each lesson in the learning sequence will then have its own individual learning question to explore that builds within the sequence.

Lessons are designed to **build on children's prior learning** by analysing the content of the genre taught in previous year groups. This is achieved through careful planning and is enabled via retrieval practice that links knowledge built over time to the current learning.

Sequences of learning are built around our five stage pedagogical approach to curriculum delivery. Each stage is carefully designed to enable pupils to develop the knowledge, skills and confidence to produce an effective piece of writing in the style of the genre taught.

Engage – in the 'engage' stage children explore an effective text in detail. They may learn the text through a 'text map', perform it or play games whilst learning the sentence patterns. This stage is enriched with drama, hot seating and exploration of the style of the text learnt. The end of this stage involves the pupils identifying the key features of the genre, ready to develop this knowledge in the next stage.

Develop – in the 'develop' stage pupils learn specific word level, sentence level and grammatical features of the writing genre. They have opportunities to explore, develop and practice the specific features of the genre ready to use in their own piece of writing. Teachers model how to use these features effectively and provide adaptive teaching to allow all pupils to experience success.

Magpie – in the 'magpie' stage teachers model how to effectively plan a text using the key features studied in the develop phase. They model how to magpie, develop and manipulate sentence patterns and structures from the originally learnt effective piece of writing from the 'engage' stage. Time is spent modelling the metacognitive processes involved in being an effective writer as well as the writing process itself. This stage also involves the teaching of effective proof-reading and editing skills as well as the teacher providing structured feedback that the pupils can action in the upcoming 'create' stage.

Build - in the 'build' stage teachers address any whole class areas for development based on the marking of the piece created in the 'magpie' stage. Specific lessons may be delivered to address these areas. Pupils are then briefly 'engaged' in a new topic so they can write confidently about it during the 'create' stage.

Create – in the 'create' stage pupils create a new piece of writing in the style of the genre taught. They use feedback from the piece they created in the 'magpie' stage to improve their writing and style further. This piece includes less modelling from the class teacher and a higher level of independent practice.

Within a lesson, there is clear modelling of new concepts so that children build the knowledge necessary to be successful within the sequence of learning.

High-quality questioning, be it the 'learning question' for the lesson or targeted verbal questioning, actively seeks to check understanding and identify any emerging misconceptions. Questions are carefully mapped against the stage within a sequence of learning to ensure they are pitched appropriately.

Opportunities to celebrate the children's learning are built into the sequence and proud pieces may form part of displays around the school to inspire future learners.



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Writing for a Purpose

In order to inspire effective writing, the school believes that, where possible, children should have the **opportunity to write for a purpose**. As such, writing genres may match the content being taught in other subjects across the curriculum; be written in response to situations created within the school, such as an alien inspired mystery; or related to school, local or global issues. Opportunities to write for external purposes, such as the school newsletter, local village magazine as well as the school website are all also used to inspire writing.

Learning Journey Walls

We believe that the effective use of Learning Journey Walls can be 'the silent teacher' in the room. This is because effective Learning Journey Walls can show the learning journey undertaken for the genre as well as provide prompts, key vocabulary, effective models as well as planning for the pupils' individual writing. **Learning Journey Walls are built up over the five stages of the curriculum delivery and enable pupils to see how their learning is progressing**. As such, the display should change and develop in every stage.

Active ingredients of an effective Learning Journey Writing Wall: the big question on display, key subject specific vocabulary, an effective piece of writing in the genre being learnt as well as relevant grammatical features, planning or modelled writing, depending on the stage being taught. An outline of what should be added to the Learning Journey Wall can be seen below.

Engage – the big question should be displayed, an effective piece of writing in the genre, the features of an effective piece and any text map work undertaken.

Develop – grammatical features for the genre are added as examples are learnt.

Magpie – planning for the magpie piece as well as modelled writing undertaken by the teacher is displayed.

Build – any misconceptions from the 'magpie' stage are addressed.

Create – planning for the 'Create' stage is added.

Spelling

We believe that to be effective the teaching of spelling should be closely linked to the phonics knowledge developed in Key Stage 1. **The school uses the 'Sounds Write' approach to systematic synthetic phonics across Key Stage 1**. The school then adopts their approach to the teaching of spelling across Key Stage 2. **The spelling curriculum and progression has been designed around spelling sound patterns** and includes all the spelling requirements of the National Curriculum. It is based on the spelling progression of Christopher Such.

Spelling is taught daily in ten minute blocks at the start of English lessons. These sessions involve opportunities to explore spelling patterns and sounds, dictation of learnt spellings as well as spaced practice through the use of games that cover all the spellings taught in an academic year. Spellings are assessed through the use of dictations.



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Adaptive Teaching

The school aims for every child to achieve the learning intention for the lesson, through the medium of a learning question. To achieve this, **learning is scaffolded to allow all pupils the ability to achieve the intended outcome.** This scaffolding could take many different forms depending on the needs of the pupils, such as through the use of word banks, sentence stems, closed tasks, writing frames, additional adult support or small group work. **Pupils are supported to access the task as independently as possible and for tasks to be challenging but achievable.** Through adaptations, the school aims for a high success rate amongst the cohort to enable progress for all pupils. Where a high success rate is not obtained, further learning will take place within the teaching sequence to enable this to occur.

Writer's Toolbox

As pupils develop and secure specific writing skills, such as using full stops, these are added to the 'writer's toolbox' that is held by each class teacher. When undertaking writing and discussing the features a specific genre needs, the teachers discuss which tools the pupils have in their kits that are used for every piece of writing. This is used to help focus pupils' understanding on the fact that there is genre specific knowledge that they need to master as well as general knowledge of writing techniques that they need to use for every piece of writing. This is also used as a tool to **ensure that teachers build on what pupils already know and have mastered within previous year groups or earlier in their current academic year.**

Planning

We believe that pupils should always be provided with **opportunities to plan content for each piece of writing** and that this is an essential step in the writing process. The planning process will vary per year group and based on the needs and ability of the pupils. It could involve a boxed out plan, Story Mountain, text map or other planning device that suits the stage of development of the pupils.

Editing and Proof Reading

The school aims to develop children's independence and ability to evaluate, correct and improve their own work. **Specific lessons are set aside within the teaching sequence to model effective editing, improving, proof-reading and development of writing.** During each of these lessons, teachers model how to undertake this effectively. Time is then set aside for children to self-evaluate or peer-evaluate and improve their work. This practice becomes increasingly independent as the children become skilled in the editing process.



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Feedback

Full details of the school's approach to feedback can be found in the Feedback Policy on the school website. However, **the majority of the feedback given will be in the moment and reactive to pupils' needs, understanding and will address any developing misconceptions.** There is a clear expectation that more detailed feedback will be given to pupils at the end of the 'magpie' stage so that this can be actioned by the pupils during their 'create' stage. This will usually take a written form or include some notes from any verbal feedback so that pupils can refer back to it during their next piece of writing.

Pupil Outcomes

We believe that **pupils should take pride in their work and have the opportunity to showcase success and write 'proud pieces'**. Proud pieces may be displayed in books in reading areas, on displays in the corridors around the school or simply be written in neat in books. However, writing up some pieces in this manner, we believe enables pupils to take pride in their work and understand that some pieces of writing should be a best copy.

Pupil outcomes will vary per genre and not all genres will result in a 'proud piece'.



Impact – How will we know we've achieved our aims?

Outcomes and Assessment

The impact of our curriculum can be seen through the pupils' ability to increasingly adapt their writing to new formal and informal contexts. They will be seen to have transferable skills that they can apply across different genres as well as an increasing repertoire of writing techniques, grammatical features and punctuation within their writing toolkit. They will become effective proof-readers and editors of their own and other's writing, as well as able to evaluate writing techniques used by other authors. The ultimate outcome for our writing curriculum is for children to see themselves as authors and to think about writing as an effective author would.

Staff assess pupils formally against the progression of knowledge and skills genres document three times per year. Assessment also takes place through a formative approach in all lessons and cumulatively builds up a picture of the children's learning. This is recorded on Arbor and analysed by the English subject leads to further develop and enhance our curriculum to ensure it meets its stated intents.

Moderation

The school believes in the importance of effective moderation. Writing is moderated three times per year prior to each assessment point. This takes place in school, amongst a local cluster of schools or, in Year 6, at county moderation sessions. **The purpose of moderation is to identify where pupils currently sit within the writing framework and curriculum as well as to identify the next steps for them as learners.** These next steps are then actioned within the following teaching sequence.

The school believes that having up-to-date moderation practices is vitally important to ensure its judgements are accurate and, as such, will always seek to find a member of staff to represent the school as a county moderator.

