



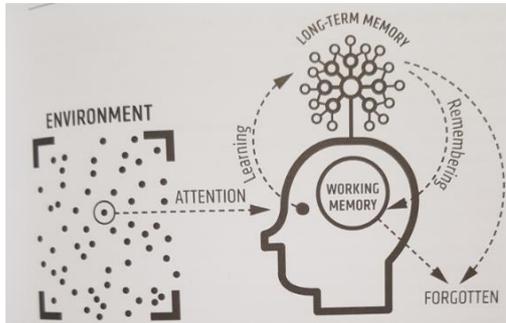
Writing Curriculum Delivery Document

Intent	<p>At Ash Grove we intend to provide an English curriculum that has quality texts at the core of learning and provide pupils with the skills and knowledge to know more, remember more and understand more. The curriculum allows pupils to acquire appropriate speaking and listening skills and age-appropriate writing skills so that children are fully prepared for the next stages of their education.</p> <p>The English curriculum is planned around The Power of Reading texts. Teachers use the planning and approaches to create opportunities for children to be immersed in the text and develop spoken language, vocabulary, and writing. Alongside this, progression grids are used to ensure children are taught age-appropriate writing skills. These ensure skills are taught in a cohesive and sequential manner, building on prior knowledge. By putting quality texts at the core of our English curriculum, we acknowledge the importance of pupils hearing and being exposed to high quality children's literature. This allows us to provide a language rich curriculum and to develop a range of speaking and listening skills. Using texts also allows pupils to understand the link between the reader and the writer. Pupils who struggle with spoken language will inevitably struggle with written language. Both of these are essential if pupils are to reach their potential in all subjects.</p> <p>The teaching of vocabulary is planned for across all subjects and pupils are encouraged to use these words in their speaking and in their writing. In order for pupils to master the essential basic skills in writing, teachers deliver a daily basic skills session linked to the school's 'Zero Tolerance' skills list for each year group. Spelling is also taught daily in a short session in a progressive and sequential manner using the Twinkl spelling scheme. Teachers understand the importance of modelling good language for writing and how to transfer spoken words into written pieces of work. Through this modelling, children become aware of the writing process. Shared writing is also used and teachers can use guided writing to address identified needs for groups of pupils</p> <p>We intend all pupils to be confident, fluent and grammatically accurate writers who enjoy writing for a range of audiences and purposes across the curriculum.</p>
Implementation	<p>In a writing session, teachers will recap and review the main writing skills to be used, key vocabulary that has built up over the course of the lessons and the genre features. Teachers will then model how to put these skills together to create the piece of writing. Shared writing approaches can be used to allow children the chance to contribute ideas and 'help' the teacher make word choices and compose the piece. Teachers model how to use the various supports accessible to children either on display or on desks.</p> <p>Children then have the opportunity to write independently with support from teacher or TA when necessary. Instant feedback at the point of writing allows children to edit as they go.</p> <p>The Power of Reading approach is such that writing lessons are built up to through a series of lessons that aim to give the children all of the necessary context, vocabulary, and skills needed for the writing task.</p> <p>Each day, 'Zero Tolerance' skills are practised in each year group so that writing skills are constantly reviewed and recapped to build deeper understanding and confident application in writing tasks.</p>
Impact	<p>Pupils will make at least good progress in their speaking, listening, and writing from their last statutory assessment point. Pupils will enjoy writing for a range of audiences and purposes and will do so confidently and fluently, showing a good understanding of age-appropriate skills. They will write at the same standard across all subjects.</p>

For detailed breakdown of this, please refer to the Intent, implementation and impact document.

How do we ensure that knowledge gained is transferred from working memory into long term memory?

Staff in school have based their strategies on Rosenshine's principles in action (bridging research and classroom practice):



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Strategies identified	What do we expect to see in our Writing lessons?
Daily review	Academic or subject vocabulary that has been taught will be modelled throughout daily teaching and contact time. Daily basic skills sessions will assess essential writing skills for each particular year group. Recapping and summarising the Power of Reading Text will happen to ensure pupils have a good understanding of the book they are reading.
Present new materials using small steps	Teachers introduce new learning in small steps. New texts are introduced, and Book Talk takes place to allow for exploration and thinking. New writing skills are introduced one at a time.
Ask questions	Subject specific questions help children practice new information and connect new material to their prior learning. The teacher would use questioning to check understanding of the text and to check for misconceptions. Teachers question children to assess if they understand grammatical terms and if they can identify and use age-appropriate writing skills.
Provide models	Teachers modelling writing is essential for pupils to grasp the writing process. Teachers model writing and their thought process. Models of sentence structures, use of basic skills and vocabulary in context are available for the children to draw upon when writing independently.
Guide student practice	Shared writing and guided writing are used to scaffold writing tasks for those pupils who need it. Guided writing will address errors and support pupils when trying to master a new skill. Guided work may also take place when editing and refining written work so that pupils have the opportunity to improve their work.
Check for student understanding	The daily basic skills session allows teachers to check understanding of essential writing skills. Marking children's work as they write gives the teacher instant feedback as to how pupils are doing and errors can be addressed quickly.
Obtain a high success rate	The progression grids for writing allow teachers to see what learning came before and what comes after. Teachers use this to ensure all pupils are making progress from their starting points as well as focussing on allowing pupils to acquire the age-appropriate writing skills.
Provide scaffolds for difficult tasks	Pupils are given scaffolds and supports through the teaching approaches of Power of Reading. It scaffolds writing tasks so that children have the subject knowledge, understanding and vocabulary before they begin to write. Teachers support the actual writing process through modelled, shared and guided writing as well as providing high quality learning walls so that children have the tools they need to be successful in their writing.
Independent practice	Pupils should have the opportunity to practice regularly and independently to transfer the knowledge into their long-term memory. Key vocabulary is used repeatedly so that children are confident using it in their spoken language and can easily transfer to their written work. Pupils will have opportunities to write in other subjects so that they can practice writing for different purposes.
Weekly and Monthly Review	Children need to be involved in extensive practice in order to develop well connected and automatic knowledge. Daily basic skills sessions, weekly spelling tests and half termly writing assessments all support teachers and pupils review their learning.

