

Our Writing Curriculum

When choosing our carefully selected units of writing, each teacher ensures that they use a book as the main driver for writing. This resource will aid the delivery of teaching and help to sequence the journey the children go on. We ensure the writing outcomes are purposeful with the correct skills for writing taught at the right point to match the writing taking place. All of this takes place within the 'bubble' of the book/ stimulus. As children travel through each book and sequence, they will meet a number of different writing opportunities. Some of these will allow them to **practice a particular skill** in a short piece of writing, some will allow them to **develop independence** within a longer piece and others will allow them to **combine a variety of skills, develop stamina and write over time** within an extended piece of writing. Recognising the importance of cross-curricular writing, these opportunities can be found across the curriculum; books continue to support the learning outcomes where possible.

Short Writing:

A shorter writing opportunity might take the form of an informal letter in RE, it could be a postcard in Geography or a diary entry in History. Sometimes it might just be a sentence strip or post-it note. Shorter writing opportunities arise when we want children to practice a given skill within a sequence and write something that feels cohesive.

During experience days, children will often write in role and recount a moment in time, practicing a particular grammar point. The key is that these types of writing don't need too much scaffolding or teaching – the 'text-type' is not the focus here: rather the context and purpose drives the writing and a strong model combined with the teaching of the skill and additional word banks and sentence starters should be enough to get children writing. This type of writing is usually completed within one session, without the need for planning and drafting. 'Instant' publishing works really well here, as children can write straight on to 'fancy' paper to write their diaries or publish directly onto a real postcard. The use of different writing media (paper and pens) is vital here to engender a sense of 'real' writing.

Longer Writing:

A longer piece of writing will give children further opportunities to apply a skill or set of skills recently learnt, but this time with a chance to practice and build stamina by writing for slightly longer than usual - on any day of the week! A longer piece of

writing can still usually be completed within a single session, or perhaps over two. Children might plan or discuss key vocabulary and ideas, but formal planning isn't usually necessary. Again, the text type isn't the driver for this piece of writing, so the context and purpose will need to be strong. For example, children might write a descriptive passage using a visual stimulus; create a dialogue between well-known fictional characters to embed specific skills or compose a more formal letter to the Queen or Prime Minister. The writing will usually take the place of the usual learning chunks within each lesson and take a little longer than usually given but again, a strong model will usually be enough to guide the genre or style of writing. Where the text type is more complicated, e.g. a newspaper report, or explanation, the children will usually have been exposed to this previously within the teaching of reading or within a previous extended writing opportunity. Instant publishing may be used here, or children might edit and then publish their work for display.

Extended Writing:

Having carefully scaffolded and supported pupils in gaining the required skills and knowledge, they are then actively encouraged to plan their writing on narrative and non-narrative maps. They are taught that, through modelling of the process, to map out their own success criteria and prepare for writing by investing time in constructing sentences and gathering of vocabulary which will feature strongly in their final piece of writing. Success criteria is a critical part of 'The Write Stuff' as it forms the backdrop of pupil thinking when they plan, build and write their own independent pieces; making the success criteria visible in the learning process is fundamental.

Lively and engaging editing sessions are built into the sequence, valuing the importance of such a stage of writing. Pupils read their own work back and those of others, providing feedback and advice, mirroring the behaviours of teachers to support their peers. Upon completion of writing independent pieces, the work is celebrated and pupils have the opportunity to read their work aloud and talk about the process they have gone through- using a variety of media to publish their work.

We go beyond the National Curriculum through the use of 'The Writing Rainbow', focusing in on the ideas of writing (FANTASTICs) and the techniques of writing (BOOMTASTICs) to model a broad repertoire of competencies for pupils to showcase their own work. Pupils are provided with high quality, actionable feedback (verbal and written) to help guide their learning. This feedback can enhance each child's learning powerfully through the provision of actionable steps that are most likely to deliver learning and progress.