



Subject on a page – Writing

Intent Statement

At William Booth, we believe in creating purposeful and authentic contexts within which children will feel empowered and develop a love of writing. Our curriculum has been designed with reading at the heart, which gives children the toolkits they need to write effectively for different purposes. Our writing approach has been developed over time through consultation with staff and children. To enhance the writing experience, we believe in the power of oracy to establish firm foundations; if children can say it well, they can write it. We also believe that a blended approach to the teaching of writing, using both digital and traditional face-to-face lessons, allows all learners to access Quality First Teaching and be successful authors.

Implementation: Curriculum Links

Opportunities for writing are used across the curriculum to enable children to apply their wider background knowledge and vocabulary and to ensure that children have frequent opportunities to write.

Implementation: transcription

Children are supported to develop their fluency in writing in the following ways:

- SoundsWrite phonics programme
- Kinetic Letters handwriting scheme
- Sounds and Syllables spelling scheme

Implementation: Resources

Children explore a range of model texts which are drawn from a variety of sources and are excellent examples of the genre being taught. These may be from the reading spine where appropriate. Teachers use word banks, the Descriptasaurus, working walls and vocabulary displays to scaffold independent writing. iPads are used to enhance learning and to ensure appropriate support and challenge for individual learners. Other resources are used for adaptations, such as bespoke planning frames and sentence starters. We use the Soundwrite phonics scheme, Kinetic letters and Sounds and Syllables to support transcription.

Implementation: Environment

From year 1, every class has an 'English' working wall that showcases the following: model texts, toolkits, purpose/audience or vocabulary. These are then used by children on a daily basis.

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

Children with additional needs are given targeted and bespoke support including sometimes using digital adaptations. • Those children for whom phonics hasn't worked (or isn't working) take part in bespoke interventions using sounds write or precision teach. • Formative and summative assessments inform next steps for highlighted individuals and groups. • Quality first teaching strategies to support all learners. • Use of Digital Learning to enhance the writing process through research, editing and publishing. • Classroom culture and resources enable all children to achieve their full potential

Implementation: Teaching and Learning approach

In Early Years, children are immersed in quality texts and spend time developing their oral composition skills to prepare them for early writing. They explore mark making in readiness for developing good handwriting and they use pictures to develop their ideas for writing. Children learn to compose and transcribe sentences using their phonic skills. In KS1 and KS2, we use the Transform Trust's writing approach. This is a writing process which follows the sequence of: engage, discover, compose, evaluate and publish. By the end of the process children will successfully create their own compositions writing with confidence for a range of purposes: to entertain, to inform, to persuade and to discuss. The cycle begins with a hook to engage children in the writing process. The purpose and audience is also shared with the children and we aim to make these as authentic and purposeful as possible. During discovery, children are saturated in model texts, deconstructing them and discussing the author's choices and the impact. Following this, children 'dabble' in the skills needed in order to write their own published piece. During composition, children compose, plan and draft their final pieces, using their knowledge from the 'engage' and 'discover' stages. Finally, children, revise and edit their pieces before publishing and sharing them with their audience.

Implementation: Feedback

Feedback is given in different ways for writing. There is verbal feedback given in the lesson using AfL. Teachers then follow our written feedback policy to support learners with their next steps. Children self and peer assess regularly.

Impact: Evidencing

From year 2 up, children produce at least 2 pieces of writing every half term. These are displayed in a special published write book. This writing is used to support teacher assessment and teachers engage in writing moderation events in school.

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)

Impact: Assessment

Children are assessed in writing every term and this is reported to Insight. Teachers will use children's published write books to moderate writing and assess children against the writing standards.