

# Curriculum Leadership - Subject Vision

## Subject / Curriculum Area: Writing

### **Vision**

At Dovers Green School we believe that being literate is a fundamental life skill and that it is our responsibility to ensure children leave our school as confident, proficient writers. Our vision is that the children we teach leave Dovers Green with a genuine love of writing. We want them to enjoy the writing process and be able to use it as one of their main forms of communication. We want our children to use writing to express themselves accurately and creatively, and in different contexts. We want them to be reflective writers of both fiction and non-fiction texts and understand how language works by looking at its patterns and structures. We place high priority on spoken language and using rich vocabulary and therefore expect our children's writing to reflect this.

### **What does your subject area offer the Dovers children?**

The opportunity to communicate in written form throughout all areas of the curriculum. The opportunity to work as independent writers, using resources and references in the classroom to aid their writing. The opportunity to be reflective writers, through the use of verbal targets in Early Years and written targets in KS1. The opportunity to be expressive, both creatively and imaginatively, and become enthusiastic and critical writers of both fiction and non-fiction texts. The opportunity to gain an understanding of how language works by looking at its patterns and structures through oracy, spelling and grammar lessons. The opportunity to work on spelling and sentence structure during daily phonics lessons. The opportunity to take part in 'whole school writes' where all children write together and for a purpose. The opportunity for written work to be enjoyed and celebrated on a regular basis.

### **How does your subject enhance the curriculum?**

Writing is an essential communication tool which is used every day in school. Teaching children to write clearly and accurately means they can communicate their thoughts, ideas and the learning they have acquired across all areas of the curriculum. Exposing children to a wide range of high quality vocabulary and encouraging them to use this in their writing means they can express thoughts more deeply, whatever subject they are learning.

### **What use is it to children later in life?**

Writing is a vital part of communicating and children will need to write coherently to communicate in all aspects of their lives - personal and professional.

### **What are the main skills and knowledge (overarching objectives) you want teachers to focus on?**

Children need to be able to:

- Use their phonic knowledge to spell words
- Understand sentence structure and write grammatically correct sentences so as to be understood by others through the teaching of shape coding
- Verbalise what they are going to write
- Use a wide range of vocabulary both in their spoken and written English
- Discuss and reflect on their written work and edit it where necessary
- Foster an enjoyment for writing and have a recognition of its value through writing for a variety of purposes
- Write using correctly formed legible letters
- Write using a cursive script in KS1 when ready to do so

	Current Situation	Vision
<p><b>Vision and Direction</b></p>	<ul style="list-style-type: none"> <li>• We have a carefully planned, sequential curriculum with overview grids for each term in each year group in writing, grammar and spelling. End points for each term and opportunities for re-visiting have been clarified.</li> <li>• A target on our SDP ensure that writing is high priority.</li> <li>• The planning of writing journeys need more thought.</li> <li>• Scaffolding to support the differing needs in each class during writing lessons could improve further.</li> <li>• Consistency in the approach of teaching writing is strong due to whole school focuses e.g. Talk for Writing, RWI, Shape Coding.</li> <li>• Writing for a purpose is beginning to be used more frequently but needs to be embedded.</li> <li>• We are encouraging the use of technology to aid writing, particularly for the more reluctant writers, through the use of LED boards and through more staff training on the Clicker programme. This needs to continue to be promoted.</li> <li>• The RWI programme is now embedded and observations have shown staff confidence in delivering the programme to be high. Phonics progression grids show the majority of children are making rapid progress. EYs children have come up to year 1 with higher phonics levels than in previous years. Children are now streamed across KS1 to maximise use of our most skilled teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will refer to these grids regularly and assess against end points.</li> <li>• The percentage of children meeting ARE at the end of KS1 will rise.</li> <li>• Teacher's planning will reflect more consideration for the writing journey and more time will be given for the exploration phase. Teacher's planning will show regular opportunities to write for a purpose.</li> <li>• Teachers will become more skilled with scaffolding during lessons and children will make better progress because of this.</li> <li>• Book scrutinies and observations will show less able writers are using technology to support them with the writing process.</li> <li>• Book scrutinies will show children are writing for a purpose and planning across the year will show evidence of RAFT.</li> <li>• Phonics results will continue to improve across the school.</li> <li>• Children who start to fall behind in phonics are quickly identified and intervention is put in place to help them keep up with their peers.</li> <li>• Our oracy curriculum will continue to support writing in all year groups.</li> <li>• Interventions will have evidence to show rapid progress has been made.</li> <li>• The gap will begin to close for disadvantaged children, who will make as much progress as their peers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Oracy and emphasis on rich vocabulary continues to be a high priority.</li> <li>• Children's progress and attainment in writing continues to be closely tracked and interventions are in place for those falling behind.</li> <li>• Shape coding is now becoming more embedded across the school to support children with sentence structure.</li> <li>• Teachers are more aware of the importance of supporting children in phonics to 'keep up' not 'catch up' and interventions are in place for those who start to fall behind.</li> <li>• The gap needs closing in terms of attainment for our SEND and PP children.</li> </ul>	
<p><b>Standards, Progress, Assessment and Achievement</b></p>	<ul style="list-style-type: none"> <li>• Data from summer 22 showed that writing in EYFS and year 1 was strong with 84% getting GLD in writing and 82% of children meeting ARE in year 1. End of KS1 was not as strong with 60% meeting ARE in writing. We believe this is down to the impact of COVID on this year group.</li> <li>• Phonics assessment expectation grids shows our teaching continues to go from strength to strength with the number of children at ARE in phonics increasing.</li> <li>• Interventions are in place for children falling behind in writing and phonics in all year groups.</li> <li>• 88% of children passed the phonics screening check in year 1 in June 22.</li> <li>• 50% of the year 2 children who needed to re-take the check passed.</li> <li>• SEND/PP gap in attainment and progress in wider than we would like in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• We hope to maintain these excellent results in EYs and Year 1 and significantly increase the number of children meeting ARE at the end of year 2.</li> <li>• Children's phonic ability remains strong due to all being part of our rigorous phonics programme and any children who fall behind in phonics are picked up straight away and given intervention to keep up.</li> <li>• Interventions will have impact on children's writing and we will narrow the gap for lower achievers in writing.</li> <li>• The number of Year 2 children re-taking the phonics screening check and passing will significantly increase through daily phonics lessons and extra phonics intervention.</li> <li>• Teachers will be trained in how to better support our SEND/PP children during writing lessons (SDP target) and these</li> </ul>

	<p>The use of windscreens, Target Trackers and Key Lines of Enquiry documents inform teachers and SLT of where children are currently working and progress meetings allow us to discuss individuals who are falling behind. Writing is a focus on the SDP so is constantly being reviewed to ensure we are trying our best to raise standards. Standards of teaching writing are monitored through observations, work scrutinies and pupil voice. Termly reports in writing are produced by the English Subject Lead and data is analysed.</p>	<p>groups of children will make the desired progress in writing in all year groups.</p>
<p><b>Quality of Learning &amp; Teaching</b></p>	<ul style="list-style-type: none"> <li>• All teaching staff have termly access to RWI training. This means the teaching of phonics is of high quality and consistent.</li> <li>• T4W is used to teach children how to write stories in all year groups. This results in the children being able to re-tell, then write well- structured stories.</li> <li>• Overview documents have been created for writing so teachers are clear on what should be taught in each term for writing, spelling and grammar. This ensures progression.</li> <li>• 'A Day in the Life of...' monitoring days, SLT learning walks and subject leader observations ensure writing lessons are monitored and teachers are given feedback.</li> <li>• Oracy objectives continue to support the teaching of writing across the school. This focus on language encourages children to speak and write in full sentence.</li> <li>• Hooks continue to be used for topics (e.g. a new T4W book) to ensure children are interested and engaged.</li> <li>• All teaching staff are trained to use Clicker to support low achieving writers and also on how to use shape coding to support the</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be continue to be confident delivering RWI and the children will make rapid progress. The gap will be narrowed for lower attaining children in phonics through the use of RWI tutoring and extra phonics intervention. Observations will show that the RWI programme is being delivered confidently and the children are enjoying the RWI approach to phonics.</li> <li>• Struggling or reluctant writers will benefit from the support of LED boards, task boards, Clicker and shape coding.</li> <li>• Teachers will be referring to end points for each term in writing, spelling and grammar when planning and assessing.</li> <li>• That SEND/disadvantaged children are carefully planned for and supported through scaffolding to ensure they make the desired progress in writing and the gap begins to close.</li> <li>• Training and team teaching from the English subject leads will help to improve the teaching of writing across the school.</li> </ul>

	<p>teaching of sentence structure. Refresher training will happen again this year.</p> <ul style="list-style-type: none"><li>• To ensure the teaching of writing remains high quality and consistent across the school it is on our on SDP this year.</li></ul>	
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# Curriculum Leadership - Intent, Implementation and Impact

## Subject/Curriculum Area: Writing

### **Intent**

At Dovers it is our intent that when children leave our school at the end of year 2 they move forward with the skills to be confident, accurate, expressive and reflective writers. We want them to be able to communicate their thoughts, feelings and ideas in written form so they are easily interpreted by others. We want them to use interesting, relevant and rich vocabulary in their writing so what they write is of interest to others.

- The teaching of writing is progressive, building on skills and knowledge previously taught.
- Children in EYFS are given the opportunity to refine their fine motor skills, mark making and letter formation through carefully planned, high quality continuous provision.
- Children are given the opportunity to practise writing sentences daily.
- Children receive high quality feedback about their writing and know what their next steps are.
- Children are able to reflect on their writing through the use of individual targets.
- Children have access to a rigorous phonics programme (RWI) which equips them to pass the phonics screening test at the end of year 1.
- Children understand the key components of a story and are able to re-tell stories and write their own using exciting, carefully chosen texts as inspiration.
- Children are able to independently use resources and displays in the classroom to help improve their writing.
- Children are taught shape coding and use this technique if they find writing sentences difficult.
- By the end of year 1 children should be using cursive script, unless their class teacher has made the decision it is not appropriate for them.
- Children will be able to use their phonic knowledge to spell decodable words and will have discrete spelling lessons in KS1 to teach spelling rules and how to spell common exception words.
- High quality writing is valued and celebrated.
- Resources to support writing should be easily accessible in all classrooms.
- Children's writing is assessed against the National Curriculum and using Target Tracker.
- Children take part in writing assessments before every data drop so teachers are able to assess completely independent writing and moderate across year groups, across the school and across the MAT.
- Writing moderations ensure a consistent approach to levelling.
- English subject leaders are knowledgeable and up to date with new initiatives to help support and improve the teaching of writing.
- Teaching staff are highly skilled in teaching our key approaches to writing.
- The teaching of writing is regularly monitored by SLT and English leads.
- Children are expected to make 6 steps progress on Target Tracker in writing each year.
- Children falling behind in writing are supported through interventions and careful scaffolding in class.
- Disadvantaged children make at least expected progress in writing.
- Greater depth writers are planned for and challenged accordingly, mastery objectives are met.

### **How does our writing curriculum cater for PP?**

- The CATCH strategy is used by all teaching staff to ensure the PP children have frequent opportunities for discussions and are supported and challenged to succeed in their writing lessons.
- PP children are given priority when writing intervention groups as decided.
- PP meetings and data reports identify children who need support with writing.
- PP access extra a story times to increase their vocabulary.

### **How does our writing curriculum cater for SEND?**

- Children with ISPs have specific writing targets that are shared with all adults who work with them.
- Careful top down planning.
- SEND children often work towards the same objective as the rest of the class but with careful scaffolding.
- Use of technology to support and engage SEND children with their writing, e.g. Clicker, LED boards, laptops

- Phoneme frames, task boards and visual word mats are used to support children with their writing.
- T4W- learning stories using actions.
- Use of shape coding to help with sentence construction.

#### **How does our writing curriculum cater for higher attainers/mastery?**

- High expectations.
- Exposure to high quality texts to inspire.
- Not accepting first ideas/thoughts.... Push, push , push
- Ambitious targets.
- Guided writes to work on higher skills.

#### **How is ICT used to support writing?**

- Videos, short film, image to inspire.
- LED boards to encourage reluctant writers.
- Clicker to help with sentence construction.
- Writing on iPads/computers.
- Nessy online phonics programme on iPads to help with spelling.
- Voice recorders/talking books.

### **Implementation**

- The National Curriculum and EYFS Framework are both followed carefully and are regularly referred to when planning for writing. This is also reinforced by the overview documents, which map out what is taught for each term in each year group for writing, spelling and grammar. The progression grids have whole school agreed objectives for the end term, these are the fundamental skills we want the children to display before moving into the next year. The grids show how we allow for re-visiting and consolidation over the three years at Dovers. They are displayed in the planning room and are also saved on the drive, ensuring easy access for teachers when planning.
- Children in EYFS attend weekly Real Foundations lessons to develop gross motor skills to prepare them for mark making and forming letters.
- Children are given the opportunity to write sentences during early morning carpet activities, during their daily RWI lesson, during topic work and during writing lessons.
- Children have access to at least one shared writing session a day as well as at least one guided writing session per week.
- All teaching staff are expected to give verbal feedback to the children they are supporting in regards to their writing as well as next steps through the use of symbols in KS1.
- Teachers give children in KS1 a weekly target in their writing books using our symbol approach. Children are encouraged to refer to this when they write and are asked to reflect on their target once they have finished.
- Daily phonics teaching starts within weeks of the children starting school, with listening games moving onto whole class RWI lessons where the children begin to learn single sounds. After Christmas children in EYFS are then streamed with the rest of the school into ability groups. Children in year 1 and 2 also receive a daily RWI lesson (lasting 30 minutes) and children are streamed across the key stage. Once children have completed the RWI scheme they move onto RWI spelling which also happens daily for 30 minutes.
- Three out of the six half terms are used to teach Talk 4 Writing in each year group. This means the children re-tell then write at least 3 high quality stories a year, where they follow the imitation, innovation and invention process.
- English working walls in KS1 classrooms support the skills being taught in writing each week and are split into 3 sections- writing/topic, grammar and spelling. The children use these independently to support their writing. Key vocabulary is displayed to help the children with their composition of sentences and spelling. Every class (including EYs) should have the shape coding shapes on display for the children to refer to.
- All teaching staff are trained to use shape coding, this technique is used to support those who struggle with sentence formation and within interventions.
- Children in Early Years are taught to form letters correctly. Children in year 1 have handwriting lessons to support the teaching of cursive script. Fine motor skills groups/handwriting intervention groups support children who struggle with their handwriting and in KS1 handwriting books are sent home for those who need extra practise.



- Children learn to spell through the Read Write Inc phonics programme and are regularly assessed to ensure they are working in the correct group for their phonic knowledge. In addition to RWI, discrete spelling lessons are taught in KS1. To improve children's spelling of high frequency/common exception words children take home a set of words to learn to read and spell. This starts in Early Years and the children carry on learning these as they move into KS1 until they have completed all sets. These words are assessed in school.
- Discrete grammar lessons are taught in KS1 as well as it being interwoven into all writing opportunities.
- Writing is encouraged and celebrated in school through the use of proud patches/wow walls. If children make mistakes when writing these are also celebrated and known as 'marvellous mistakes'.
- English working walls in KS1 should document the writing journey for each class as well as provide key vocabulary. RWI resources and key spellings should be available whenever children are writing.
- As well as on-going teacher assessment children's writing is formally assessed before each data drop through a planned writing assessment. Target tracker is used to highlight objectives being worked towards or met. Whole school writing moderations ensure we are all levelling in a similar way and a folder of work is kept for staff to refer to.
- Writing moderations across the year group are ongoing but must happen before a data drop. At least one whole school writing moderation happens each year, with all children writing against the same brief. A folder with examples of levelled writing is kept in the planning room for teachers to refer to. Before end of key stage writing levels are submitted teaching staff meet to moderate writing from the year 2 children. Writing moderations also happen with other schools across the academy at different times in the year.
- English subject leaders attend network meetings, support groups with local school/schools in the academy and continue to further their CDP by attending courses and doing further reading.
- When new initiatives are brought into school all teaching staff are trained, and refresher sessions happen each year to ensure consolidation and consistency (e.g. T4W, CLICKER, Shape Coding).
- Subject leads and SLT observe the teaching of writing and feedback to ensure best practise continues. Book looks are completed to check how writing is being taught across the school and to monitor children's progress. Pupil voice is an element of lesson observations to ensure children's views are taken into account.
- The English subject leads create a writing report each term to analyse data and create next steps for the school as a whole and for each year group.
- Interventions are in place for children who struggle with writing, such as fine motor skills groups, ELS, Shape Coding and handwriting groups. Children who have a special educational need in writing will have targets on their ISP/EHCP linked with this. In our COIN unit the teachers use Colourful Semantics and Shape Coding to help teach the children how to write. In classrooms we use Clicker, LED boards, task boards, pencil grips and writing slopes to support children who find writing a challenge.
- Disadvantaged children are carefully monitored when data is collected each term. A member of SLT oversees pupil premium progress and the support provided for them. They all attend a weekly reading group to help widen their vocabulary. Pre-teaching is available for those PP children who need it. SEN children are supported with their writing through ISP targets, carefully chosen resources and scaffolding.
- During planning teachers consider the more able writers and how to challenge them. We have specific mastery objectives in each year group to work towards.

### **Impact**

- Teaching approaches to writing are consistent across the school thanks to a whole staff training approach.
- The use of T4W has really improved the children's ability to write stories and learning stories verbally has given them the necessary vocabulary to write coherently and structurally. Book looks show story writing has been refined and children are now able to write stories more independently.
- RWI is embedded and showing impact. Staff confidence in delivering sessions is far higher thanks to training and refresher sessions. RWI assessment shows the children are making rapid progress and improvement in spelling is more apparent in books. The number of children working below ARE in phonics decreases as they move through the year groups showing the RWI programme is very effective.
- Children have become more reflective writers and are aware of their target in writing, particularly in KS1. During lesson observations children were able to discuss their targets and had a clear understanding of how to improve their writing.
- Shape coding is embedded in all year groups and has been particularly successful when supporting less able writers. Staff are confident using this approach, thanks to regular training sessions from our speech therapist. Children attending shape coding intervention groups and work with shape coding during speech



therapy sessions. They have a greater understanding of what constitutes a sentence and it has been evident in class that their sentence formation has improved.

- Learning walks show high emphasis is placed on oracy and rich vocabulary and resources and displays in the classroom reinforce this.

Writing continues to be an SDP priority.