

Greenvale Infant and Nursery School

WRITING

Nurturing and inspiring life-long learners.

“Writing is the most fun you can have by yourself.” - Terry Pratchett

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing creativedevelopment and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Cold Task – an assessment to see what children already know about a particular genre or text type. Targets are then set from this. • Reading phase: <ul style="list-style-type: none"> ○ Analyse text/look at a good example ○ Identify features, vocabulary and skills ○ Collate ideas and inspiration ○ Make judgements about effectiveness • Toolkit phase: <ul style="list-style-type: none"> ○ Focus on writing and editing skills ○ Learn, practice and apply specific skills ○ Evaluate, edit, improve • Writing phase: <ul style="list-style-type: none"> ○ Combine skills for purpose ○ Draft, edit, improve, redraft, refine ○ Evaluate • Hot Task – an independent writing opportunity to see children’s successes against their targets. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of writers at an age appropriate level, including the use of phonics for spelling. • A secure understanding of the key techniques and methods for each key area of the curriculum: • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence and reflectiveness in discussing writing, their own work and identifying their own strengths and areas for development.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more vocabulary, grammatical 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high quality learning walls, including actual pieces of work and carefully chosen vocabulary, which are regularly 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A consistent approach to the delivery and implementation of writing for pupils once they have completed the school phonics programme, and use this familiar structure to support children thus

<p>knowledge and skills which develops them as writers that think critically.</p> <ul style="list-style-type: none"> • Ensure an appropriate progression of writing skills and knowledge is in place over time so that pupils are supported to be the best writers they can be, and challenge teachers to support struggling writers as well as extend more competent ones, building resilience. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify writers who underpin specific areas of the curriculum and raise aspirations for pupils. • Provide regular training for all staff which addresses elements for development identified through rigorous monitoring. 	<p>updated and support children in a nurturing environment.</p> <ul style="list-style-type: none"> • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed. 	<p>ensuring they are 'keeping up' rather than 'catching up'.</p> <ul style="list-style-type: none"> • Clear differentiation of support ensuring every child's specific needs are targeted and addressed. • That pupils, over time, evidence they have embedded and subsequently built on the early phonic skills in order to continue to develop as a reader.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Plan learning structures carefully to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best writing teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the creative curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a writer because they know how to be successful. • Safe and happy in writing lessons which give them opportunities to explore their own style, skills and experiences. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses writing skills and knowledge. • Develop writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone transferable skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays and on the spot recognition • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.