

Church Hill School ENGLISH - WRITING Curriculum Implementation

Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

Respectful

Friendly

Determined

Kind

Courageous

Tolerant

Planning

Teaching

Assessment

**Review and
Development**

**Inclusion and
Diversity**

**Cultural Capital
and Partnership**

Planning for writing is centred on high quality literature, or real-life experiences which will engage, inspire and motivate pupils and equip them with the vocabulary needed for effective writing. These are the writing 'hooks'.

Teachers follow the agreed school sequence for the teaching of writing. This is called our 'writing sequence'.

The knowledge and skills to be taught in each year group are set out clearly in our school genre progression document.

Punctuation and grammar skills are taught within the appropriate genres allowing pupils the opportunity to identify, practise and consolidate grammatical understanding. This way the teaching of grammar and punctuation has a clear purpose and is applied in context. They are then expected to apply these in their writing.

Together with the teacher, pupils deconstruct texts to identify key features of specific genres. This enables them to create texts which make a meaningful impact on their reader. This key skill is applied across both reading and writing, which improves composition and comprehension.

The writing process is clearly modelled by moving through the relevant stages – planning, drafting, editing and publishing.

Handwriting and spelling are taught in short, discrete, interactive sessions following our agreed school approach.

Spelling follows the review, teach, practise, apply sequence and a handwriting progression document and letter pattern sets out expectations.

Pupils are aware of their strengths and areas of development in writing so that learners take ownership of their progress.

During the drafting and editing stages, teachers will conference with pupils providing them with in depth verbal feedback on their writing to ensure progress is swift.

Teachers set a precise next step target at the end of each piece of extended writing so pupils know what to do to progress. This target is then transferred to the next piece of writing and the teacher and pupil indicate whether the target has been achieved.

Teachers co-construct an expanded success criteria with the pupils, which is used for self-assessment. This always has purpose and audience at the centre.

The English Subject Leader completes the following activities to ensure that writing is implemented in line with our agreed approach and that pupils are achieving well in this subject:

Book looks

Subject Leader Surgeries

Staff training

Shared planning

Learning walks and lesson observations.

Team or modelled teaching

External and internal writing moderation.

The Subject Leader attends Barnet English Network meetings for Subject Leaders and specialist training, as available, to ensure she has expert and up to date knowledge of best practice.

Pupils who not making the required progress or meeting age related expectations are given extra support.

Scaffolds and challenges are put in place so that all learners are meeting their full potential.

Interventions are carefully planned and targeted to ensure that all pupils make swift progress. The impact of these interventions is carefully monitored.

Diversity of authors and texts, reflect our diverse community as well as taking pupils out of what they would ordinarily experience.

Continuing Professional Development (CPD) is carefully planned to support all staff members.

Our teaching of writing is closely linked to our school's value-based ethos. We provide opportunities for pupils to develop and demonstrate determination and courage to persist with challenges.

We provide rich cultural experiences by making links with local museums, poets, authors, film screenings, performances or workshops to inspire and provide writing hooks. We ensure that a range high quality literature by a variety of authors are explored.

We place a strong emphasis on the importance of our partnership with parents and support them by providing curriculum information updates.