



**Intent** Through a clearly structured and progressive writing curriculum grounded in authentic texts and quality teaching, we want every pupil to become confident writers, who develop a secure understanding of how sentences are formed, are able to create purposeful written pieces which have an appropriate impact on their audience. We strive to ensure that children are able to draw upon expert models to take their spoken ideas to formal sentences. We aim that children leave Framfield with the secure understanding of what is needed to write successfully and that they enjoy the writing process, so that they are able to transcribe and compose writing for the key stage 3 curriculum with confidence.

## Planning

**EYFS** - Teachers plan and deliver structured writing sessions, based upon the school writing overview and the children's interests. The classroom environment will include opportunities for the children to develop their writing in a less-structured way, to develop the children's independence. Staff expertly tackle children's misconceptions and errors, so that children can make good progress.

**KS1 and KS2** - Teachers plan and deliver structured lessons, using authentic texts and stimuli, based upon the school writing overview. Teachers will incorporate grammar teaching in their own modelled writing, while also demonstrating how to make the most precise word choices, improve their spelling and reflect upon their ideas. The verbalisation of the teacher's choices ensure that their reflections are visible to all learners, so that they can have similar internal monologue, while they write. Teachers aim to guide the children through all of the stages of the writing process, where children are coached to achieve coherent, purposeful written pieces. Teachers will use their expertise to offer verbal feedback, question and assess children's writing.

## Lesson structure

Planning across the school, ensures that children have the opportunity to develop writing for all four writing purposes (inform, entertain, persuade and discuss (uks2)).

Lessons are structured using the gradual release of responsibility model, to ensure that learning is scaffolded through the process, avoiding overloading the children's working memory. This is achieved by including modelling, guided practice and independent practice in writing sessions.

All lessons will include feedback from teachers and/or peers to secure the children's understanding of the content of the lesson and unpick errors, as appropriate.

Where teachers notice a trend in errors, they will plan and deliver activities, focus groups or future sessions to eliminate these.

## Assessment

All teachers will use formative assessment strategies in every writing session. They will use their professional judgement to deliver timely, effective feedback and intervention. This may be as a whole class, small group or with individuals.

In addition to this, teachers will use the children's independent writing to develop summative assessments, following the **Assessment schedule**, which allow them to monitor children's progress and identify any specific teaching points necessary to revisit in upcoming sessions.

## Writing models

Teachers will draw upon the authentic, published writing models from the writing overview, alongside other expert models for children to develop a full understanding of what good writing looks like.

## Terminology

To support children with their writing, teachers will incorporate the grammatical terminology from the National Curriculum.

## Writing resources

Teachers will use resources to support vocabulary and sentence development (word mats, talking tins, laptops, dictionaries, sentence strips, scaffolded templates...). They will also ensure that teaching assistants have a focus in the writing lessons, this might be a specific role (eg punctuation spotting, vocabulary collector...), supporting specific individuals or writing alongside the children.