



Archbishop Cranmer CE Primary Academy's Writing



Pedagogical Approach and Strategies

- Follow our Progression of Skills document, which is cumulative, well planned, and sequential – it builds on prior learning taking in to consideration future learning to ensure the children are knowing and remembering more. Concepts are built upon. The intent is determined for ALL children to succeed regardless of background.
- Aim to use a 'Five-a-Day' Approach:

Explicit instruction: Teacher led • Clear explanations, modelling, checks for understanding • Guided practice • Independent practice • Cognitive and Metacognitive Strategies: Managing cognitive load • Focus on long term memory • Pupils to be able to plan, monitor and evaluate their learning

Scaffolding: • Supportive tools and resources • Frame, partial examples • Decreasing

Flexible Grouping: • Groups are temporary • Skill focus • Re-join main class

Using Technology: • Modelling • Learning, practice, recording of learning • Visualiser

Scheme of Work (Nelsons' Treasure House) KS1.

- A range of teaching styles used to enhance writing– Talk for Writing, Alan Peate sentence types, drama, WOW hooks, work with an intended outcome
- Writing Assessment Targets used in each year group
- 4-5 hours of writing lessons per week (minimum)
- Focus Group interventions to ensure 'keep up'
- Editing stations
- Writing linked to year group topic or quality text
- Teacher/Pupil writing conferencing used for structured, personalised, impactful feedback
- Writing used in the majority of curriculum areas
- Weekly spelling homework & tests
- Handwriting, spelling and grammar taught as part of the writing sequence of learning as well as stand-alone lessons using a SOW
- Top Down 'Up To' targets used for every piece of writing to make sure learning isn't capped and children understand their next steps
- Focussed writing intervention sessions - expert delivery of targeted academic support 8-20 weeks at a maximum so children are re-integrated back into class.
- Children given time to achieve in writing – opportunities to finish, edit and present their work in a Take Care way



	<ul style="list-style-type: none">• Develop pupils' speaking and listening skills and wider understanding of language.• Provide targeted vocabulary instruction in every subject.• Teach the writing process (for example, planning, revising, and editing) explicitly through modelling and supported practice. 6. Develop pupils' handwriting, spelling, and sentence construction skills through extensive practice.
Environment	<ul style="list-style-type: none">• Creative, engaging and immersive classrooms link with the writing topic• A range of children's writing is displayed in every classroom• Take Care writing is displayed around school• Teachers create an atmosphere that encourages a love of writing• Word rich environments – vocab/language displayed around the school/classrooms• Good range of different source materials available to inspire writing
Assessment	<ul style="list-style-type: none">• Teachers use a diagnostic assessment to address learning gaps• Opportunities to reflect on pupils' thinking, strengths, and weaknesses.• Indicate areas for development with individual pupils or across classes and year groups.• Teachers know why they are conducting assessments: what information and what is the use of this information• Termly GPS summative assessment tests for each year group• Writing Assessment Targets used• O'Track used to track formative and summative teacher assessments• Learning walks, moderations (including between the MAT), observations



	<ul style="list-style-type: none"> • Ongoing teacher assessments • Yearly governor visit to monitor writing teaching and talk with the children • Weekly spelling homework & tests • Top Down targets highlighted when the children have achieved the writing targets, allowing teachers/children to see their progress/understanding • Writing conferencing • Marking at the point of delivery where possible – if not, comments used to forward learning and self esteem • Target teaching and support by accurately assessing pupils' needs.
<p>Timetabling</p>	<ul style="list-style-type: none"> • Daily writing lessons • Weekly intervention groups • Weekly foundations lessons (which link with writing objectives) • Focus group 'keep up' interventions • Single-year groups to target writing groups • Handwriting lessons – Nelsons' SOW • GPS lessons – Nelsons' SOW
<p>Interventions and provision for vulnerable groups</p>	<ul style="list-style-type: none"> • Themed weeks e.g. Parliament Week • Tailored interventions when needed - expert delivery of targeted academic support 8-20 weeks at a maximum so children are re-integrated back into class. • Focus Group sessions where needed, including handwriting interventions to ensure 'keep up' • Top Down 'Up To' targets used for every piece of writing to make sure learning isn't capped • Individualised spellings / spelling groups for children who can't access year group expectations • Literacy volunteers work with vulnerable groups identified on the PLE • Phonics interventions to aid spelling • Spelling interventions • Say Hi Translate App available so all can achieve their full potential • Use high quality structured interventions for those pupils WTS/B • Catch-up and keep-up provision is non-negotiable, timetabled, TARGETed and run by skilled staff for all children WTS/ B



Staff CPD and induction	<ul style="list-style-type: none">• Termly staff meetings to disseminate training and practice• English lead attends Writing Networks and feeds back to staff• KS1 Writing Moderator for Local Authority• Writing Moderations within the MAT• Subject Facilitator meetings across the MAT to develop writing• CDP courses throughout the year accessible for all• Shared PPA to feedback and set new learning• Yearly writing moderation done by all teachers across the phases• ECTs and new staff including teachers in the MAT observe demo lessons
Phonics	<ul style="list-style-type: none">• Daily phonics across Key Stage One and Foundation Stage (see reading curriculum overview).• Bug Club Phonics• Regular practical and hands on experiences to deepen the pupils' learning.• Spelling Play planning to teach the children spelling patterns and rules In Year 2• Development of spelling rules as outlined in the National Curriculum.
Language	<ul style="list-style-type: none">• Reciprocal reading used to enhance children's understanding of words and how to structure sentences• New words drawn out through topic work and class books• Language rich environments• GPS lessons• Key words / word banks accessible for all• Shared/guided writing used to develop use of more complex language• Class assemblies and school performances give children the opportunity to rehearse, memories and perform a range of different types of writing• Off By Heart Poetry Competition
Writing Community	<ul style="list-style-type: none">• Spelling homework given weekly• Reading homework used to enhance children's understanding of how to structure writing• Termly enrichment opportunities widen children's understanding e.g. trips, residentials, specialised practitioners in school• Writing shared and celebrated in Golden Book assemblies with parents, staff and children• Every child performs in a class assembly, Christmas production and summer production• Teaching debating, researching skills, through democracy/Houses of Parliament provides exposure to different language and writing sources• Children make formal requests in writing – application letters to be leaders, Christian Value nominations• Literacy volunteers• UK Young Writers Competition



	<ul style="list-style-type: none">• Writing Competition (including BLM) 500 Words
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