



Ashwood Spencer Academy

How do we choose what to teach?

Our writing objectives come directly from the National Curriculum. They are mapped out on our yearly overview to ensure all objectives are covered. Our yearly overview also shows the genres we will be teaching, and these are specified per year group on the genre document to ensure that there is an even spread across the school and year.

What do we write about?

Every piece of writing has a clear purpose and an intended audience which is shared with the children during an engaging 'hook' lesson. The topics are typically linked to our Creative Curriculum theme, and will usually have links to our whole class quality text. Exploring a range of texts within our reading and writing lessons exposes children to new and rich vocabulary that they are able to use within their own writing.

What does teaching writing in EYFS look like?

As part of the EYFS curriculum, children use a range of tools for writing including pencils. They learn to write by mark making through a combination of adult-directed and child initiated learning. High quality texts are used to hook children with modelled, shared and independent writing carefully linked to the text and where possible provides a purpose. Teachers have high expectations of pupil writing in FS2 and encourage children to use their phonics knowledge and learn how to write some irregular common words. Writing is made high profile throughout the continuous provision by ensuring mark making and writing resources are available in most areas including outside. Children have individual writing books. Rainbow Grammar is introduced in FS2.

Writing 'The Ashwood Approach'

What does teaching writing in KSI look like?

Engaging hooks and 'experience' lessons encourage pupils to develop vocabulary for writing and to become confident with the language of the text type. Pupils generate shared vocabulary and write their own sentences, which feed into a final piece of writing. They learn Rainbow Grammar to support their understanding of sentence structure and are taught year group specific grammar objectives which link to their writing. The process of creating a piece of writing can take up to three weeks.

What does teaching writing in KS2 look like?

Teaching follows a clear sequence, where pupils begin with an enriching experience lesson to build knowledge. Teachers write a WAGOLL, laid out in 'Plot Points', that meets the structure and objectives to be taught and is used for modelling, but that is not shared with the children. In each lesson, a new plot point is revealed and pupils write collaboratively, using shared vocabulary and focussing on different objectives. Each lesson focusses on a different objective and teachers explicitly model the process of drafting, spelling, revising and editing. This is done slowly, focussing on quality over quantity. Finally, pupils plan, draft, revise and publish an independent piece of writing linked to the same genre, but a different subject. This sequence can take up to four weeks.

How do we assess writing?

The writing that children produce is informally assessed in every lesson, and this informs the planning for the following lesson and the next unit. Children are given written feedback in the form of a toolkit at least once per week, but spellings are highlighted in all writing. The toolkit will contain objectives and features that the children have chosen as being an important feature in the text type. Spellings are written correctly using Sounds and Syllables, in order to model this method to children. Children should have the opportunity to peer assess, self assess, revise and edit throughout the writing process.

Each term, the teacher makes a judgement against the year group objectives, and decides whether a child is working above, at or below the expected standard. These judgements are moderated within year groups during progress meetings and the school also takes part in regular moderation with other SAT schools, in order to quality assure teacher judgements.