

Subject on a page:

Writing

At Castleford Park Junior Academy we believe that writing is an essential way in which children are able to express themselves. We aim to provide them with a rich range of texts to support them in becoming confident, independent writers.



Intent We aim to...



Deliver an engaging and exciting curriculum that helps to develop an enjoyment of writing for a range of purposes.

Inspire children to become enthusiastic with reading so that they can develop their imagination and creativity, developing readers into writers.

Support children to work in a collaborative manner to draft, plan and review their written work; providing one another with purposeful feedback.

Create a environment that fosters an enjoyment of writing, by sharing ideas, recommending example texts and discussing these with children

All adults will model how to speak confidently and passionately about writing

Create a culture where children love to write and are passionate about writing for a range of audience and purpose



Implementation

How do we achieve our aims?



Consistent and systematic approach

Daily writing lessons are taught using a range of high-quality model texts so that children are clear on what they are working towards producing, analysing both the intended audience and purpose of these models. This approach, which follows recommendations from the EEF, 'Improving Literacy in KS2' guidance document.



A clear writing process

At CPJA, lessons are clearly structured to allow children to develop essential knowledge and skills. A typical unit spans three stages: 'Stage 1 – Understand the text type', 'Stage 2 – Drafting and Writing Practice' and 'Stage 3 – Refine and Review'. The EEF guidance suggests a structure of plan, draft, revise, edit and publish. Through stage 1, children may use hooks/drama to engage before analysing and breaking down the text type and building their writer's toolkit. Stage 2 gives the children dedicated time to practice these skills, before planning and applying these and Stage 3 allows the children to review what they have written – does this meet the needs of audience and purpose? Where can it be revised to ensure these needs are met? Publishing then takes place so that the children are able to showcase their work with a wider audience.



High quality texts

Across the curriculum, children have access to high quality, challenging texts and visual stimuli which spark imagination and inspire a thirst for learning, and allows them to become exposed to a wide range of Tier 2 and Tier 3 vocabulary. At CPJA, we ensure that children are exposed to texts that cover a multitude of cultural, spiritual and moral themes and texts are used to explore structural and language features of specific genres so the children are clear on what they are working towards producing.

Oracy and drama development

Oracy is the golden thread, not just within English, but the whole curriculum. Children are encouraged to express ideas through speaking and listening opportunities including paired partner discussion, drama-based activities and hot-seating. Drama supports children in becoming fully-immersed within a range of texts and develops their understanding across a range of themes, character development and immersion in narrative plots.. All classes now reference the oracy sentence stems within lessons and refer to the formality scale when children are speaking to encourage appropriate vocabulary and speaking in full and coherent sentences – that can then be transferred into their written work.



Implementation (continued)



Marking and Feedback

At CPJA, we believe that feedback as close to the lesson as possible makes the most difference for children. We have adopted live marking and to support with teacher workload and whole class feedback which is tailored towards the writing toolkit so that the feedback is purposeful and moving children forward with their understanding of the text type, audience and intended purpose. The feedback that is given to children is taken directly from the toolkit and is used to inform future planning and address basic skills development. Target cards are in line with the long-term plan to ensure children have the opportunities to work towards these targets as these link closely with the text types they are studying.



I do, we do, you do

We believe that children learn by seeing and doing. At CPJA, we have adopted the 'I do, we do, you do' model of practice. Staff talk children through their thought processes when modelling a new skill, before phasing this modelling out with a scaffold in the 'we do' section. Once children have been provided with the scaffolding they need and have taken part in the collaborative 'we do', they are then given plentiful opportunities to independently practice this before applying these skills (I do) to their extended pieces of writing.



Handwriting and Spelling

As with other aspects of literacy, handwriting follows the 'I do, you do' approach where staff model the focus joins and discuss their thought process aloud using the appropriate terminology, before the children complete independent practice. The children also have the opportunity to revisit previous joins throughout the session. Spelling follows the 'teach, practice, apply' approach over 3 weekly sessions, allowing children to explore the spelling rule, before practicing this and applying to a written context.



Editing and Critique

Following the EEF guidance, the children are given plentiful opportunities to edit and revise their work based on feedback from staff or their peers (using the critique model) to ensure their writing is meeting the needs of the intended audience and the purpose it is written for. We aim to build a culture of editing and want children to 'think like authors' and realise that the drafting process is just part of working towards their final published outcome.



Impact How we know we achieved our aims



Children and staff from CPJA will develop a true love and enthusiasm for writing through an exciting and engaging curriculum.



Children will develop their imagination and creativity through an exciting and engaging curriculum enabling them to become more confident writers.



Children will have acquired the essential skills to be able to write fluently, at pace, for a range of purposes and provide feedback to both themselves and peers confidently.



Children will speak confidently and passionately about texts/published pieces that they are proud of.



Children will be able to collaborate effectively with their peers.



Children at CPJA will leave school confident and fluent writers equipped for a successful future.