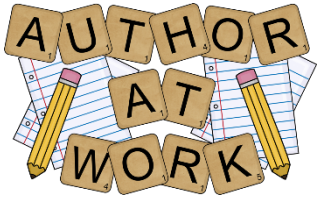


Writing at Cherbourg



Writing is an essential skill for everyday life that is taught, applied and mastered across the curriculum.

Children are taught the skills of Writing at Cherbourg across Early Years, Key Stage 1 and Key Stage 2. Teachers use their professional judgement to assess at the end of Key Stage 1 and Key Stage 2. Writing is also assessed at 3 points across each academic year in Years 1-6.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success and, as a result, teachers can plan and teach personalised English lessons which focus on the particular needs of each child. Writing skills are embedded across our English lessons and the wider curriculum.

Our English lessons are topic-based where relevant and always driven by quality texts so that all our lessons are creative, engaging and meaningful. We will strive for a high level of English for all children. We do not put ceilings on what pupils can achieve in writing and have high aspirations for all.

Why do we teach Writing at Cherbourg? (Intent):

Through the teaching of writing at Cherbourg we intend for pupils to:

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- see writing as an interesting and enjoyable process
- acquire the ability to organise and plan their written work
- take pride in the presentation of their writing
- be able to refine and edit their writing over time
- develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process

How do we teach Writing at Cherbourg? (Implementation)

- we teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum.
- we provide differing levels of scaffolding and targeted additional support materials such as Writer's Toolkits, Word Banks or a greater level of modelling, so that all pupils have access to an exciting an enriching experience.
- we identify children who need support and provide intervention in the most effective and efficient way we can.
- Each year group have a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year.
- teachers model writing skills and document the learning journey through working walls that contain quality examples of children's work and teacher models (WAGOLL – What A Good One Looks Like) to aid independent learning.
- teachers select high quality texts to engage, inspire and motivate pupils' learning
- teachers embed taught writing skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard
- children apply their writing skills during a 'Site of Application' write – transferring the skills taught explicitly in English lessons to other areas of the wider curriculum
- targets are set at the beginning of a new teaching unit to assess the current level of children's understanding and to enable teachers to move children's learning forward
- children reflect on their own writing by assessing both how confident they feel in the writing skills they have been taught during a unit and also how well they have applied and used the taught skills
- skills taught in explicit Grammar lessons are weaved into the children's writing so that they become meaningful
- sentence level work is incorporated at each stage of the teaching unit allowing children the time, and opportunity, to explore and play with a variety of sentence types, commenting on their effect
- the classroom is vocabulary-rich allowing children to absorb a wide variety of words to implement throughout their writing
- we provide enriching experiences for children to stimulate their writing and provide them with purposeful opportunities to write
- learning journeys are created at the start of every teaching unit so children can review where have we come from in their learning and where they are heading
- teachers take part in writing moderations, both within school and with other schools, to ensure that that the work set for children is appropriately pitched and targeted to meet end of year expectations

What is our intended impact?

- pupils will make progress, become sustained learners and acquire transferrable skills.
- pupils will become confident writers
- pupils will become familiar with and enjoy, a range of genres
- pupils will build a stamina for writing sustained pieces and understand how to apply taught grammar and punctuation skills to alter the effect of their writing
- pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- pupils will have a wide vocabulary that they use within their writing
- pupils will have a good knowledge of how to adapt their writing based on the context and audience
- pupils will acquire the vital life skills of becoming a writer to enable them to effectively communicate their ideas, thoughts and needs.