



Castleway Primary School

ENGLISH: Writing

INTENT, IMPLEMENTATION AND IMPACT

Our English Writing **Intent** at Castleway is for all children to:

<i>Fulfil the requirements of the National Curriculum</i>	<i>Lay the foundations needed for successful early writing through the robust delivery of our Phonics Scheme</i>	<i>Cultivate a love for writing</i>	<i>Provide children with enriching experiences where they have clear purpose for writing</i>
<i>To close any gaps children may have in their writing knowledge through quality teaching and targeted intervention so that no child is disadvantaged</i>	<i>Develop a deep knowledge of spelling and grammatical skills that are essential to their future success, including: text, sentence, word and punctuation skills</i>	<i>Inspire our pupils to be confident in their oracy skills</i>	<i>Grow independent learners who are confident in their ability to write</i>

English Writing **Implementation** at Castleway

To achieve these aims, we have carefully mapped out exactly what children learn in each year group. Our aim is to meet every individual pupils' need regardless of their background and where necessary identify gaps in knowledge. Our writing curriculum has carefully been sequenced to ensure learning is revisited from previous terms and years learning through our approach to English lessons.

Please see a summary of your child's year group, following the link:

[Year 1 Long Term Plan](#)

[Year 2 Long Term Plan](#)

[Year 3 Long Term Plan](#)

[Year 4 Long Term Plan](#)

[Year 5 Long Term Plan](#)

[Year 6 Long Term Plan](#)

English lessons at Castleway are carefully sequenced as part of a 3-4 week unit where a quality text is used. Please see below an overview of what 'A Quality English Sequence' at Castleway looks like:

Every learning sequence will:

- ✓ Be taught across 3 to 4 weeks
- ✓ Be a 4 part sequence (IMMERSE, ANALYSE, PLAN, WRITE)
- ✓ Use a quality text as a hook (VEHICLE TEXT)
- ✓ Incorporate a high quality model text (ANCHOR TEXT)
- ✓ Have the model text displayed in the classroom,
- ✓ Display learning across the sequence on the learning wall including key vocabulary,
- ✓ Build up to a piece of writing,
- ✓ End with a 'FINAL PIECE' of independent writing,
- ✓ Have a context/purpose for writing.

A Castleway English writing sequence will follow this structure

IMMERSE (VEHICLE TEXT) - 2-3 days Immersion in VEHICLE TEXT, Enjoy, explore and respond to VEHICLE TEXT Determine purpose, audience and form	ANALYSE (ANCHOR TEXT) - 3-4 days Familiarisation with text structures Familiarisation with language features Collect Writer Hints	PLAN - 1-2 days Gather ideas Plan	WRITE - 7 days Modelled and Guided writing Application of writers' skills and knowledge Independent writing- draft, revise, edit (FINAL PIECE) - draft, revise, edit
--	---	--	--

How this might look:

IMMERSE	ANALYSE (ANCHOR TEXT)	PLAN	WRITE
<ul style="list-style-type: none"> ✓ Hook/launch lesson ✓ Making predictions ✓ Explore illustrations ✓ Exploring characters and setting ✓ Grammar link lessons (linked to characters, setting, images within vehicle text) ✓ Explore vocabulary within vehicle text ✓ Comprehension activities linked to vehicle text 	<ul style="list-style-type: none"> ✓ Study model text (anchor text) ✓ Study vocabulary within model text ✓ Look at features of model text – language and text features (writer’s hints) ✓ Lessons where skills are taught in order to successfully write final piece 	<ul style="list-style-type: none"> ✓ Gather ideas ✓ Create class plan for a text ✓ Dictionary/ thesaurus work to gather vocabulary 	<ul style="list-style-type: none"> ✓ Shared writing ✓ Drafting, redrafting ✓ Independent writing ✓ Editing

English Writing **Impact** at Castleway:

To check your child has learned what we have intended them to, we complete independent writing pieces every 3-4 weeks. The purpose of this is for your child to apply the skills they have learnt and to see how much your child has understood through a unit of work. Teachers’ then adapt their lessons to meet your child’s needs.

To get a picture of what your child is retaining over time, teachers use a range of formative assessment tools and look at the work children have completed in their books. Adults provide pupils regularly with feedback in order to address misconceptions and move pupils’ learning on. Teachers will use flashback activities at the beginning of each lesson to address misconceptions and plug pupils’ gaps in knowledge.

Every term, teachers review pupils writing and check pupils have remembered the key knowledge that has been taught in class and pupils are applying this in their writing. Also, from the end of Y1, children sit a reading and grammar test each term so that we can see what they have remembered when working completely independently. Anything pupils may not have grasped teacher will prioritise and give them time to consolidate it fully. Teachers use all of this information to assess whether your child is meeting the standard expected each term. Miss Dalby, our Deputy Headteacher and English Lead, reviews all the assessments along with Mr Mycroft (Headteacher) and Mrs McCarthy (SENCO) who meet with teachers to come up with plans to help children who may have fallen behind.

We will let you know how your child is getting on in r writing each term in their parent/carer meetings and reports. We will also give you opportunities to see their work in their books throughout the year and during our curriculum celebration afternoons. If you would like any further information, please contact your child's class teacher or contact the school office.