

Intent, Implementation and Impact subject document.

'Growing in Faith, Hope and Love'

English - Writing



Intent



Implement



Knowledge



Impact



Intent – What do we want?

-We aim for our writing curriculum to be ambitious for all children, to be coherently planned and sequenced and to be successfully adapted for children with special educational needs and /or disabilities.

-Our curriculum is deeply considered and promotes our values, it ensures well considered coverage of diversity through representation in texts, author choice, or geographical viewpoint within the texts.

- By the end of Year 4, we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.

-We want our pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

- Children will be systematically exposed to a range of structures, story types and non-fiction texts, building each year and developing their understanding of the purpose and range of writing.

- We intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and accurate spelling.

-At Trinity, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.



Implementation – How will we ensure this happens?

Subject Pedagogy

We provide high quality writing opportunities which teach pupils to write fluently so that they can communicate their ideas, opinions and emotions to others effectively. These opportunities are embedded across our English lessons and the wider curriculum.

- Each writing session begins with a long-term retrieval from prior knowledge, linked to the session signposting building on retained knowledge.
- Each writing session considers the forgetting curve with an application opportunity of the previous session's learning.
- Writing focuses on building up procedural knowledge both vertically and horizontally, considering prior learning and planning for application.
- Using worked examples
- Learning sequences are stacked to build on prior substantive, second order and threshold concepts and knowledge, building year on year.

Contextually Adapted Talk for Writing

-We teach writing using a contextually adapted form of Pie Corbett's Talk for Writing approach. By focussing on the oral retelling of various text types, familiar structures become fully embedded in the long-term memory so that the children can later apply these structures to their own writing whilst developing the language techniques taught for the particular area of focus.

-Talk for Writing units begin with children being exposed to a model text (WAGOLL). This is a text that the teacher has created. The WAGOLL is inspired by a quality text read and shared with the class. The texts explicitly demonstrate to the children the language features and structural techniques which are to be taught and developed through the unit.

-Model texts should always be aspirational; they should demonstrate the level of writing expected from the children whilst exposing them to the higher standard and a range of writerly tools which are specific to the writing focus.

-In each unit of work, the focus will be developed through internalisation and contextualisation of the model text where children deepen their understanding of a particular text type, exploring other examples through wider whole-class reading.

-Following sessions of purposeful deliberate practise, where children use focused sessions to develop the specific language and constructive elements, taken from the National Curriculum.

-The writing process is always modelled by the teacher during shared writing sessions. Because talk plays a central role in our curriculum, both English and beyond, children quickly develop in confidence whilst embedding their core communication skills and subsequently develop as articulate learners.

-Teachers plan writing units ensuring a model of progression is sustained throughout the whole school. In this way, children progressively develop their writing of different genres and purposes year on year, building on and deepening their writing skills. Our whole school [Writing Overview](#) ensures a range of fiction and non-fiction genres and different purposes for writing year on year which are influenced by the core text and/or other curriculum learning.

-When planning particular units of work, teachers will use their subject knowledge about the end of year expectations for the year group they teach, in addition to gaps or misconceptions identified in previous units.



Considered coverage, conceptual, substantive knowledge and procedural knowledge.

See whole school overview and MTPs



Impact – What data will be reviewed?

- **Pupil conferencing** – know more, remember more and explanation of substantive knowledge and concepts
- **Subject Leader Book Looks** - focus on high quality outcomes
- **Subject Leader Planning Looks** – Ensures both breadth, depth, NC expectation and sequential learning
- **Subject Leader Teaching Looks** – Identifies quality of application of pedagogical approach
- **Teacher Assessment** – identifying challenge and support termly judgements
- **DSAT comparative judgements and outcome comparison** – ensuring standards



- What are the outcomes for developing the 'writer' child at Trinity?

A 'writer' at Trinity will enjoy and understand the purpose for their writing. They will be able to clearly articulate both the language and structural features of a piece of writing and explain why these are being used. Their use of punctuation, spelling and grammar will be precise in order to convey meaning accurately and demonstrate the application of subject specific vocabulary. A writer at Trinity will be able to express themselves clearly in the written form and take real pride in their work, using reflection to ensure the quality of their writing reflects all they are capable of.



Research – Why?

[Cambridge Assessment Conceptual Knowledge](#) – Dr Liz Taylor

[Sweller's Cognitive Load theory](#) – Steve Garnett / Oliver Lovell

[ResearchEd Explicit and Direct Instruction](#) – Adam Boxster / Kirschner

[Rosenshine's Principles in Action](#) – Tom Sherrington

[Visual Learning](#) – Clarke / Hattie

[Retrieval Practice 1 and 2](#) - Kate Jones

[Ofsted Inspection Curriculum Inspection Guidance](#)

