

Writing At Lawn

Intent Statement

The children at Lawn Primary School will learn to be confident and creative writers through an engaging, knowledge-rich curriculum. Accurate use of grammar and clever use of language will be evident in writing that has a clear, authentic purpose and audience. Teachers will expertly model excellent writing and provide children with the skills to improve their own writing independently and effectively. Wider reading will build the children's knowledge and help to model how to write effectively.

Implementation: Scheme

All lessons (KS1 and KS2) should be planned by following Transform Trust's Three Week Writing Unit, which is informed by the specific techniques detailed in 'The Writing Revolution' (TWR) by J.C. Hochman and N. Wexler (www.thewritingrevolution.org). Progression follows that as set out in the National Curriculum for English -EYFS2 (ELG for Writing) to Y6. Handwriting follows the 'Achieving Excellence in Handwriting' scheme by D. Watson (Y1 to Y6). The writing curriculum in EYFS2 is informed by Development Matters 2021 and ...***



Implementation: Planning

We approach our writing on the foundations that, the more a child knows and cares about a subject, the more successful their writing will be (based on the research of The Writing Revolution). Therefore, the initial part of a new writing topic is designed around building knowledge and vocabulary whilst immersing the children in engaging subjects. Each piece of writing has a purpose and an audience. Teachers then plan in the elements of grammar and genre features required in that style of writing, and teach the children to plan their writing effectively. The final element is the drafting and publishing phase, in which we teach the skills of editing and improving before producing the finished article. All lessons should be planned by following the Lawn 'Writing Guidance' information booklet, which details the step-by-step process to follow when planning writing at Lawn from Year 1 to Year 6. EYFS2's planning cycle is information by 'Development Matters 2021' and ...***



Images are links to documents

Implementation: Curriculum links

Each year group has an 'Everyday Writing Toolkit' based on current and prior learning expectations from the NC. These are to be applied in any writing across the curriculum, including in maths books.

Writing is linked with that term's topic or with another area of the curriculum e.g. science.

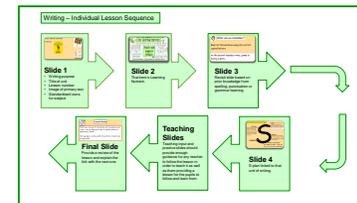
Implementation: Resources

Each writing unit has a primary text focus and is supplemented by secondary texts, resourced by the teacher and the ELS (Education Library Service) who provide a regular stock of fiction and non-fiction texts linked to our topics (and therefore our writing). We used handwriting line guides as detailed in *Achieving Excellence in Handwriting* – these come in different sizes appropriate to the stage of learning.

During the planning process, the teacher will follow the procedures set out in the 'Lawn Writing Guidance' booklet and will create the following documents to give to pupils to support their learning: Writer's Toolkit; Boxed-up Success Criteria; Checklist; Model Text; Additional Vocabulary, Phrases and Sentences (from any of the 'Descriptosaurus' series of books).



Implementation: Lesson Sequence



This flow chart shows the sequence of lesson slides for individual writing lessons.

This 'S-Plan' shows the sequence of learning across the 3-week writing unit.

Implementation: T&L / Pedagogies

- The Writing Revolution
- PSG Writing Project (TT)
- Talk for Writing (FS2 and KS1)
- Descriptosaurus
- Grammarsaurus (model texts)
- Achieving Excellence in Handwriting
- The Literacy Shed
- Writing conferencing – used to give pupils specific feedback on a 1:1 basis during the editing process.
- Whole-class feedback – to address common misconceptions.
- Teaching to a GDS so there is no 'glass ceiling' created.
- Staff meetings keep all teaching staff informed.

Writing At Lawn

Implementation: Environment



Link:



Implementation: Feedback

- A system of codes to draw children's attention to errors for them to address independently;
- Positive praise;
- Self-assessment and peer assessment against success criteria;
- Whole class feedback;
- Writing conferences to offer bespoke feedback;
- Writing levelled each term.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

- Children with additional needs are given targeted and bespoke support including sometimes using digital adaptations.
- Those children for whom phonics hasn't worked (or isn't working) take part in a RIWI intervention with fully trained teaching staff.
- Formative and summative assessments inform next steps for highlighted individuals and groups.
- Quality first teaching strategies to support all learners.
- Use of Digital Learning to enhance the writing process through research, editing and publishing.
- Resources made to a GDS level so there is no 'glass ceiling' created and children are able to aspire.

Implementation: Response to Covid

2021-2022

Transition conversations ensured that teaching this year was informed by issues and barriers experienced by the 2020-2021 teaching year.

DfE Tutors were deployed as appropriate, dependent on need.

Impact: Assessment

- Independent writing books are used to keep a record of children's writing progression.
- Formative assessments (detailed in 'Feedback' section) identify progress and inform next steps.
- Termly summative assessments to give a writing level (WB, WTS, EXS or GDS) using TT Expanded Writing Standards. Y2 and Y6 use DfE End of Key Stage Teacher Assessment Frameworks (TAFs).
- Trust and school moderation of writing at networks and within school.

Impact: Monitoring

- Lesson slide reviews – does what is recorded on the 3-week writing unit mirror what is on individual lesson slides?
- Book-looks
- Lesson observations and drop-ins
- Pupil voice
- TT Partnership Reviews

Impact: Evidence

Any work leading up to the publishing element of each unit is recorded in independent writing books. These books are to be used for practising any skills, planning and drafting with the published pieces being the final, perfect article. Published pieces are displayed to be enjoyed by others.

The 3-week writing unit (initial planning stage) and each set of lesson slides are evidence of learning.

Published writing may also take the form of a digital outcome.