



| What good teaching and learning looks like in Writing at Denmead Junior School. |   |
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| <b>How we plan Writing</b>  | <p>Learning journeys use a wide range of rich text to motivate and interest the children.</p> <p>A wide range of fiction, non-fiction, poetry and visual text used to inspire all.</p> <p>Texts that create discussion and the change to develop a point of view, given children an opportunity to learn more about the world around them and help them to make links.</p> <p>Denmead has a progression of skills that are used when planning interesting tasks that provides children with challenge and interest.</p> <p>Hooks and experiences are used to create a buzz around text.</p> <p>Purposeful writing outcomes are used to make writing interesting.</p> <p>Teachers plan learning journeys using the Hampshire model and these are evident in the classroom and the children books.</p> <p>SOA writing to demonstrate the application of skills independently.</p> <p>Whole school writing opportunities</p> |
| <b>How we teach Writing</b>   | <p>Explicit teaching skills and use of WAGOLLS to model writing.</p> <p>Use a range of pedagogies including: model and shared writing, guided group work, I do, you do, writing partners</p> <p>Pre- teaching of key vocabulary</p> <p>Time to explore the language and writing devices</p> <p>Drama and speaking and listen opportunities such as oral rehearsal for writing planning.</p> <p>Rich texts to model high quality writing.</p> <p>Spelling lesson focus carry through into the writing lessons</p> <p>Editing is taught and non-negotiables discussed with children</p> <p>Writing scaffolds are available to support writing skills.</p>   |
| <b>How we assess in Writing</b>   | <p>Hampshire model used to assess the children in three milestones.</p> <p>AFL throughout the lessons and adapted planning</p> <p>Peer and self-assessment of writing skills</p> <p>Verbal feedback during lessons</p> <p>Pupil conferencing</p> <p>Editing and improving to encourage self-assessment</p> <p>Extended writing pieces completed in a book that follows pupils through the school – so that children can see their own progress.</p> <p>Self-assessment and the completion of evaluative success criteria to help pupils assess their own work and teachers as a tool for assessment</p>   |
| <b>How we engage parents in Writing</b>   | <p>Opportunity to see the pupils writing</p>  |
| <b>What is the impact on Writing?</b>   | <p>Children write for a range of purposes.</p> <p>Staff adapt planning after AFL to ensure that areas for development are addressed.</p> <p>Learning journeys show the progression of skills to ensure that children build on their previous knowledge</p> <p>Children understand different registers and are able to associate the vocabulary used for different types of writing.</p> <p>Children are able to access the wider curriculum and use their writing skills in the.</p> <p>Staff are able to assess accurately and know how to move a children’s writing on.</p>   |