



Purpose and Aims

Purpose: At Childwall, we believe that writing is an essential life skill. It is our goal to enable every child to achieve this to the best of their ability, through a rich, vibrant and exciting curriculum.

Aims: For all children, by the end of Year 6 -

- to write with confidence, clarity and imagination.
- to understand how to write in a variety of genres (including fiction, non-fiction and poetry) and for a range of audiences.
- to plan, draft, revise and edit their own work, and learn how to self- and peer- assess against success criteria.
- to explore the English language and its intricacies, using different sentence structures, advanced punctuation and word classes to convey meaning.

Provision

The Teaching Sequence is used to provide the ‘building blocks’ of writing. Each of the following steps are planned for and delivered over the course of teaching each genre.

Read/Immersion – children enjoy reading and evaluating a range of quality texts related to the genre.

Analyse – children identify key features of the genre and agree success criteria.

Plan – children talk about ideas and begin to map them out on a plan.

Write – children develop a piece of writing over a number of sessions, referring to success criteria and acting on previous targets.

Review – children edit their writing, respond to feedback, reflect on their successes and identify factors causing barriers in their work.

We follow the School Improvement Liverpool plans to ensure that children experience a wide coverage of genres, using an eclectic collection of classic and modern novel studies to inspire their writing. Our whole-school ‘writers’ toolkit’ mnemonic – Hope & Peace – provides a consistent reminder to children of the ‘non-negotiable’ elements of writing that should be present in all pieces, regardless of the genre.

Progression and Assessment

Progression: Our curriculum is designed in line with the genres identified in the pre-2014 curriculum. From Reception up to Year 6, gradually more demanding objectives and genres ensure progression and advancement of children’s skills. Where genres are repeated in more than one year group, challenge is provided through more advanced vocabulary, grammar and punctuation.

Assessment: Children’s writing is formatively assessed regularly. Features of ‘working towards the standard,’ ‘at standard’ and ‘greater depth’ writers at each year group are available for teachers to make judgments throughout the year. When a feature is present in a child’s work, this is highlighted as per our ‘Margin Marking’ Policy. By the end of the year, it is expected that the vast majority of pupils will be summatively assessed as working ‘at standard’ for their year group, with a significant minority being assessed at working at ‘greater depth’. Each year group’s assessment criteria is shared with teachers, pupils and parents on the webpage so that all are familiar with what is expected for ‘at standard’ and ‘greater depth’ writing.

Monitoring, Evaluation and Improvement

Children’s writing is monitored on a daily basis by the class teacher, who is expected to use their year group’s assessment criteria to assess their ability and position within the class over time. Moderation is undertaken across classes in year groups and by the subject lead to ensure accurate and fair assessment of writing. In interpreting and analysing these assessments, and through scrutiny of work, the subject lead and – where necessary – senior leadership team can examine strengths and limitations in the provision and work alongside teachers to ensure high levels of achievement. This then feeds into the subject leader’s report which sets out clear steps to improve attainment across the school.