



Subject intent Our high-quality Writing curriculum promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and which develops their love of literature through widespread reading for enjoyment and inspiration for writing.

If you were to walk into a Writing lesson at Esher Church School you would see: lessons with a great text at its core ensuring that objectives for reading and writing, including those for grammar can have purpose. We will always aim for our writing opportunities to be meaningful and to feel authentic, whether these are short or long and that the audience is clear. Teachers will ensure that children have the correct grip for writing and that all new components of the writing curriculum are modelled and scaffolded as necessary to support independence. Children are involved in generating success criteria for a main writing outcome as well as working on their personal targets in writing.

<p>Successes in 2022-2023</p> <ul style="list-style-type: none"> • Implementation of the Literacy Tree Curriculum (Writing Roots and Spelling Seeds) to ensure coverage of NC objectives and progression of skills. • The purchase of texts to support the Writing Roots and Spelling Seeds units. • A comprehensive CPD programme to implement initiatives to improve outcomes for pupils in writing. • Phonics – new staff trained in Little Wandle (our SSP). 	<p>Pupil Premium, British Values, challenge and SEND (implementation)</p> <ul style="list-style-type: none"> • We ensure all children are taught using high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. • Individual pupil targets (next steps in writing/ ensuring gaps filled) supported through focused support within lessons. • Implementation of QFT strategies to improve outcomes for those not meeting ARE (inc. ‘pinch and flick ‘to improve handwriting). 	<p>Priorities for 2023-2024</p> <p>Implementation of key elements of lesson structure:</p> <ul style="list-style-type: none"> • modelling/ scaffolding of shared writing into independence (I do, We do, You do) • KS2 children to use ‘Complete the Code Charts’ to support use of phonics strategies to support independent spelling. • Pupils use of ‘fix-later’ words strategy. • Pinch and flick to support correct handwriting grip. • Editing stop-points woven throughout each writing lesson. • Pupil targets: individual (group) writing target; HFW bookmark; (where appropriate) feedback post-it to address misconceptions in handwriting. • QFT project in Y3 (use of think-aloud’ modelling). • Use of Expanded Success Criteria and WAGOLLS (models of writing examples) within the Literacy Tree units to support pupils’ independence and ensure purpose and audience for writing is clear.
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<p>Parental engagement (implementation)</p> <ul style="list-style-type: none"> • Phonics workshop for parents. • Parents' attendance at class assembly to share learning in writing unit (Y4) • Parents as audience invited to share writing outcome showcase (Y3) 	<p>Monitoring, observation and validation, including pupil voice considering progression (impact)</p> <p>Lesson observations and Pupil voice indicates that we need to:</p> <ul style="list-style-type: none"> • Continue to monitor use of 'pinch and flick' handwriting grip strategy and twice daily practice of the week's handwriting target objectives. • Re-launch the independent spelling strategy checklist and plan to teach how to use 'Complete the Code' charts – incorporate into shared writing part of lessons. • All classes share Expanded Success Criteria and make clear the purpose of the writing, the intended audience and the success criteria for the writing outcome during each Writing Root unit. • Teachers and pupils have been greatly enthused by the texts behind the writing units. Pupils report that they feel supported by the increased opportunities for editing throughout lessons. 'Pinch and flick' has supported pupils to develop a more effective grip for handwriting. 	<p>Professional development opportunities</p> <ul style="list-style-type: none"> • See above – CPD to support the implementation of QFT strategies • Shared Writing as a key ingredient for teaching writing • QFT project in Y3 – use of 'Think-aloud' strategies when modelling • Providing access for all learners – ensuring gaps are filled and next steps are supported through QFT.
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