

At Rolvenden, children are taught to become confident writers through the creation of toolkits which are based on high-quality model texts. Children learn to make informed decisions when selecting features which will appeal to readers and are able to identify improvements in both their own the work of others.

Writing lessons increase in length as the children progress through the school. Foundation Stage lessons last approximately 30 minutes; Key Stage One lessons last approximately 45 minutes and Key Stage Two lessons last approximately one hour. Writing is taught daily throughout the school.



## Intent - What do we aim to deliver?

Children enjoy writing in a range of narrative and non-narrative styles.

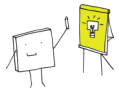
Children can use their imagination to develop unique ideas independently.

Children are confident speaking about their work and can verbalise opinions on their own writing and the creations of others.

Children use a range of advanced vocabulary for effect.

Children can write in a neat, cursive style.

Children understand grammar terminology and can apply to their writing.



## Implementation - How do we aim to deliver it?

### Talk for Writing

Talk for Writing is used throughout the school and the **Imitation, Innovation, Independent Application** structure is used as a basis for all teaching. Elements such as **story maps, boxing up grids, shared and guided writing** are present in all year groups and all children are supported through different levels of innovation.



### High Quality Model Texts

Teachers use a range of extracts from books along with their own model texts when teaching writing. Children are taught to give their critical opinion and use these models to create 'toolkits' from which they can write their own examples.



### Drafting and Editing

All activities include opportunities for editing and drafting. Children work independently, in pairs and as a whole class.

### Grammar and Handwriting Foci

When planning, teachers identify specific grammar foci. These are built into shared/guided writing where possible but may be supported by supplementary activities from providers such as Classroom Secrets.

### Vocabulary and Poetry

All model texts include examples of high 'tier three' vocabulary. Children are encouraged to identify these words and discussions are encouraged across the curriculum. Poetry is used as a key teaching tool to encourage creativity and allow children the freedom to experiment with language and sentence structure.

### Oracy and Performance

Children are encouraged to use oracy as a key tool for planning, drafting and editing in both narrative and non-narrative genres. Performance of their model texts, their own writing and poetry are woven throughout units.

## Impact - How will we know when we have delivered it?

### High Levels of Engagement

Children enjoy writing and are confident to experiment with vocabulary and sentence structures.

### Summative Assessment

Every three weeks, children write a 'hot task' which enables them to show progress against targets set after their cold task.

### Pride across the Curriculum

Work is well presented and children are able to independently apply structures and standards taught in TfW across the curriculum.

### High Outcomes

Children produce a yearly portfolio of texts which ensures high outcomes against age-related expectations.

### Oracy and Language

Children's vocabulary and ability to express themselves is strong and demonstrated across the curriculum.