

I N T E N T	<p><u>Our vision for our children as writers...</u> All children will develop the skills required to become 'real writers'. Rigorous teaching of transcription skills enables children to develop neat handwriting, correct spelling and accurate punctuation. Well-organised and structured writing includes a variety of sentence structures. An appreciation of the importance of writing is reflected in all areas of the curriculum and children can write fluently and with interesting detail on a number of topics. Children write with a vivid imagination and draw from a wealth of well-known text structures and a rich vocabulary. Children write as 'real writers' to understand that their work must engage with a reader. Children experience and value the wider world of writing through author visits and 'real life' experiences of the written word.</p>
I M P L E M E N T	<p><u>Our journey...</u> Following advice from the Literacy Lead for Northumberland County Council, we have embedded The Power of Reading approach for the past 3 years. The approach promotes a love of reading and writing through 'deep-diving' into a breadth of high-quality texts. We have led The Power of Reading with the North Tyne Partnership to standardise the English curriculum and aim to begin a peer-coaching model to further develop high-quality teaching and learning in writing. We follow the Spelling Shed programme with the aim of raising pupil engagement and achievement. Pupil test scores and online practise time are monitored weekly and online practice is celebrated through whole-school displays and the awarding of 'green dojos'. This enables 'gaps' to be filled and rapid progress to be made. Class teachers monitor the application of spelling and 'non-negotiable' spelling patterns are set, including common exception words (which are displayed in class). Punctuation and grammar are taught discreetly in mixed-age groups, according to current ability. These lessons inform English planning and form the basis of 'non-negotiables', to be applied across the curriculum.</p>
I M P L E M E N T	<p><u>In an English lesson, this is what you will see...</u> Children are taught in mixed ability groups, exploring one aspect of a high-quality text through strategies such as drama or Aidan Chambers' 'Book Talk'. Every child is fully engaged with reading the text and the whole-class teaching element of the lesson. All children work independently on a task stemming from the text, some with additional support where necessary. Tasks can be written or using the arts to build expression and understanding of the text, as well as building vocabulary. Teachers and teaching assistants support individuals and small groups to achieve differentiated outcomes, including teaching 'greater depth' writing skills. Teachers address misconceptions, give 'live feedback' and support children to up-level their writing throughout the lesson.</p>
I M P A C T	<p><u>We know our children are achieving because...</u> Writing is monitored and planning is modified through assessment for learning, using 'live' and written feedback. In-school and inter-school termly moderation opportunities are embedded and job-share teachers feedback consistently. PET sheets are updated weekly and shared with the assessment coordinator half termly.</p> <p><u>If learners need more support, we have these systems in place...</u> We have a wide range of writing interventions, such as Rapid Writing and Get Writing, and a core of highly trained teaching assistants to deliver interventions on a short-term basis.</p>