



Writing at Ravensthorpe – WHAT WE DO

1. Curriculum design

- At RPA we follow the PKAT writing Curriculum which is linked to the United Learning curriculum and core texts.
- We have designed our curriculum to ensure key skills in grammar, punctuation, spelling and composition and effect are progressive and opportunities to revisit these are incorporated into the long-term plan.
- In EYFS writing lessons, children begin by mark making, initial sound recognition, cvc word development. Once children are competent in this, they develop the skills in 'hold and write a sentence' and write. In the summer term, some children will begin to be exposed to some structures following The Writing Revolution.
- In KS1 and year 3, teachers follow The Writing Revolution. This allows for children to develop confidence through clear, direct instructions and a focus on sentence structures using building blocks such as kernels and single paragraph organisers.
- Handwriting lessons follow the Letter Join Scheme in year groups 1-6. In EYFS children learn basic letter formation using the RWI letter rhymes.
- Writing have been interwoven into the curriculum, to give multiple opportunities for children to practice these skills and make links in their learning. Writing units have been mapped out over the course of the year so that children have the opportunity to write at length about a Science, History and Geography topic too.
- A yearly writing spine is available to all year group teachers and map out the core texts to use each half term alongside the genre of writing.
- Quality core texts have been chosen to engage and excite the pupils in their writing.

2. Curriculum delivery

- All lessons are planned and follows Rosenshine's Principles of *I do, We do, You do*
- **I do:** New learning is modelled explicitly. Teachers use metacognitive talk to share the learning process and model on the visualiser.
- **We do:** Children practice the new learning with the teacher or in pairs.
- **You do:** Children show their new learning independently
- Lessons are adapted to meet the needs of all learners. Teachers use children's individual APDR (Assess, plan, do review) support plans to inform their adaptations.

3. Books

- All books are clearly labelled using the school standard labels.
- EYFS- Year 6 have a writing book (red). Year 3-6 also have a draft book (blue)
- All learning has a date and L.O (EYFS- Y3 short date and LO stuck in, KS2 long date and LO written and underlined)
- Worksheets are used when essential but children are encouraged to write directly into their lined books.

4. Feedback and Assessment (refer to presentation policy)

- Lessons are planned to encourage active thinking and learning checked through the use of the Walkthrus: *Cold Call*, *Mini whiteboards* and *Think Pair share*.
- Teachers use formative assessment and live marking during the lesson to pick up misconceptions.
- Following the feedback policy, teachers identify misconceptions and address them with the children. This could be through the Walkthrus *Whole Class Feedback*. Children respond or edit in green pen (year 2-6).
- Teachers complete a summative assessment on children's learning using the information from their end of unit writing pieces and other work produced. This is entered onto the INSIGHT tracking system.
- Teachers participate in year group moderation activities across Keys Academies Trust throughout the year.