

Writing at Ladysmith Junior School

Intent

At Ladysmith Junior School we strive to develop independent, creative writers and articulate speakers who have a bank of transferrable skills and experiences to draw upon when expressing their ideas. Children will be able to write fluently across a variety of genres and for a range of audiences. The purpose and audience are at the heart of the crafting process and our learners understand that they are a writer for a reader. They will be able to make appropriate decisions about vocabulary and grammar choices in order to meet the purpose of their writing.

Implementation

At Ladysmith Junior school, our writing curriculum is based around *The Write Stuff* which brings clarity to the mechanics of writing and involves teachers explicitly modelling the writing process.

Pupils are taught to write a variety of story-types and non-fiction genres with purpose and audience central to the writing. Learning is carefully sequenced to move pupils from the bigger picture down into smaller details to focus on. Breaking these larger, complex activities down into smaller, fine details means that teachers are more effective at explaining to the children (Rosenshine 2010). Each teaching sequence is organised carefully, ensuring that it builds and connects with previous learning so that it is coherent. Each lesson is organised into three learning chunks and within those chunks there is a smaller sequence of delivery. These 'short burst' chunks of learning avoid overloading of a pupil's working memory. This increases the likelihood of material being retained and also enables pupils to revisit certain aspects. Each small step that is explained and modelled during the teaching sequence allows for practise time so that pupils can refine and rehearse their own personal writing style.

Because we know that children need experiences to be able to write, the children take part in experience days, throughout each teaching unit, to immerse them in what we want them to write about. As well as ensuring the children are prepared for writing, this enhances the children's enjoyment and raises their excitement which will impact their attainment.

Teachers have had high quality training; they have a deep a fluent knowledge of the content they are teaching and know the most important things to make learning happen. They are experts at predicting and addressing misconceptions and use these as explanation points. Lessons are underpinned by high quality modelling and direct, instructional teaching. Teachers share and model good writing, explicitly modelling their thinking to the children and articulating a 'behind the scenes' view of what writing choices look like. Teachers begin by modelling the ideas, grammar and techniques of writing, explicitly discussing the purpose and effect of these, before pupils move on to use these elements independently. Throughout this process, pupils are given focused and actionable feedback on their work to allow them to develop their writing skills further.

Impact

The Writing curriculum at Ladysmith Junior School is designed to nurture confident and creative writers. Our students are enabled to achieve the highest possible outcomes for themselves by encountering a high-quality, stimulating and inspiring programme of study which empowers them to develop authorial voice and write confidently, communicating their ideas across a range of genres.