



Writing on a page



| Curriculum intent and implementation summary | |
|---|---|
| <p>At Moston Fields, children are taught writing using a Talk for Writing approach which uses a range of high quality books and model texts. Our adapted model of Talk for Writing aims to engage pupils in writing whilst developing the skills needed to communicate through writing effectively. The first phase (imitate) immerses children in the model text and genre and gives opportunities for practising key skills. The second stage (innovate) allows opportunities for short burst writing and practising writing in the genre being studied. The final stage (independent) is an opportunity for children to show what they have learnt in an extended piece of writing. Spelling, punctuation and grammar is taught as a part of the Talk for Writing cycle, this is mapped out to ensure curriculum coverage and opportunities to revisit concepts.</p> | |
| SEND | EYFS |
| <p>Most pupils with SEND are taught English within the whole class. Teachers will use adaptive learning to support these pupils and ensure they make progress. This may include:</p> <ul style="list-style-type: none"> - Using simplified model texts. - Reducing the amount of targets on toolkits. - Providing additional resources such as word mats. - Shared write sessions with teachers and TAs. - Some children are taught within the ARC classes. | <p>In Nursery and Reception high quality key texts are used to teach children to achieve the goals in the Development Matters Framework.</p> |
| Monitoring | CPD (for subject leader and others) |
| <p>English is monitored in a range of ways including learning walks, book looks, pupil voice and moderation across year groups, phases and schools.</p> | <p>Teachers are offered support from the subject leader with planning. Teachers moderate in teams so experienced staff can support newer staff or those who have recently moved year group. ECTs plan with their year group partner and can request additional support from the subject leader.</p> |
| Assessment | Outcomes |
| <p>Teachers assess pupils work daily and plan to address errors and misconceptions. At the start of each unit, pupils complete a Cold Write. Teachers use the cold write to identify areas for development and plan the unit of work. At the end of each unit, pupils complete a Hot Write which is assessed against the toolkit for the unit. Teachers make summative assessment judgements at the end of each term which are discussed in pupil progress meetings.</p> | <p><u>End of EYFS</u> 60% Securely At <u>End of KS1</u> 50% Securely At <u>End of KS2</u> 42% Securely At</p> |
| Pupil Premium and EAL Provision | Barriers |
| <p>Pupil premium and EAL pupils are supported well as part of whole class teaching. Additional resources are provided and children have opportunities to work in small groups, supported by an adult. In EYFS PP and EAL pupils achieved in line with their cohort. End of KS1 result showed 45% of PP pupils achieved the expected standard. At the end of KS2 this was 29%.</p> | <p>Pupils handwriting skills often cause difficulty with fluency and stamina. May teachers are new to Moston Fields and will receive Talk for Writing training this year.</p> |
| Additional learning experiences (trips, visitors) | Extra-curricular clubs and activities |
| <p>Yearly whole school creative writing project.</p> | <p>Comic Club for pupils in Years 5 and 6.</p> |
| Next steps for our school | |
| <ul style="list-style-type: none"> - Improve writing outcomes in all year groups by teaching SPaG both explicitly and as part of the Talk for Writing sequence. - Develop the use of toolkits so they are focused and purposeful. - Improve pupils' handwriting to improve fluency and stamina. | |



Writing on a page

