

Sir John Sherbrooke Junior School's Framework for Writing



The ways in which teach writing at SJS

Intent

At John Sherbrooke we value reading as an essential life-skill and all members of staff are dedicated to making our children life-long writers. We promote a love for reading and our reading curriculum ensures our children become confident writers one building from the other.

Our curriculum creates a variety of opportunities for children to write to increase knowledge, awareness and love of the world around them and to promote the importance of writing in everyday life. We aim to enrich pupils vocabulary and foster a love of writing that will open up new opportunities for our pupils through all areas of our curriculum.

We aspire to create an atmosphere where writing is an ever-present part of our children's lives and we intend for all children to leave our school as competent and enthusiastic writers. We aim to install a thirst for writing where children are able to speak confidently about their likes and dislikes. Though a variety of writing Enrichment activities we aim to raise aspirations for students to take them Beyond Expectation and fulfil their full potential when they leave SJS.

Implementation

Pedagogical Approach and Strategies

- Weekly, formal writing lessons. Five sessions a week in the mornings.
- Weekly writing interventions.
- Writing units based around a high quality texts linked to the reading curriculum using Literacy Tree
- Engaging children with a range of text types and styles - modern, Shakespeare, scripts, parliament papers, classic texts, poetry.
- Take Care Writing leaders.
- Weekly workouts for spellings which are set for homework.
- Extended writing in afternoon curriculum subjects.
- Writing assessment targets to inform planning but also shared with pupils twice a half term in books.
- Previous Year group writing checklists to create subject Non-Negotiables.
- Targets promoted and shared at Parents' Evening.
- Handwriting, spelling and grammar taught as part of the writing sequence of learning .
- GPS spelling and daily SPaG workouts in writing books.
- Top Down 'Up2' targets used for every piece of writing to make sure learning isn't capped and children understand their next steps.
- Every lesson a Greater Depth challenge.
- Children given time to achieve in writing – opportunities to finish, edit and present their work in a Take Care way published in pen.
- Children given 1:1 time with teachers to feedback on writing. Promotion of verbal feedback to correct errors at the point of learning.
- In house moderation termly and annually with the Family of Schools.
- Writing for an audience in each writing unit
- Whole school writing challenges each term
- All children's work celebrated

Environment

- History/Geography books (from Inspire) in every classroom
- Writing displays in classrooms and corridors
- Handwriting awards every four weeks.
- Word rich environments – vocab/language displayed around the school/classrooms/washing lines and working walls.
- Writing is celebrated and encouraged at every opportunity

EAL provision	Intervention groups / TA support
Interventions inc SEN provision	- Phonics reading interventions / word recognition program Little Wandle Rapid Catch-Up - Grab and Grow sessions where needed - NESSY for selected children - Precision teaching - Target groups including sight reading
Phonics	- Little Wandle program taught in Y3, Y4 and Y5 catch up intervention groups. - Sight reading sessions for pupils who phonics hasn't worked for - Precision teaching and whole word reading.
Enrich Writing Community	- Shakespeare Week, Parliament Week, competitions half termly - Wide range of diverse books and different styles of books - Whole school challenge, portal stories, time capsule diary write for Mansfield observatory. - Consistent writing in afternoon subjects to build stamina for writing.
Impact	
Assessment	- Half termly summative assessment tests for each year group Year 3, 4, 5 two pieces of writing. Year 6 three pieces. - Past GPS SATs papers in Year 6. Daily SPaG starters on Up2s. - Rising stars SPaG papers for other year groups. - Learning walks, moderations, observations – staff involvement with reviewing reading systems in school - Ongoing teacher assessments - Y3 entry baselining - Yearly governor visit to monitor writing teaching and talk with the children - Individual B² for SEND children
Staff CPD and induction	- Termly staff meetings to disseminate training and practice - English lead attends Writing Networks and feeds back to staff - Shared PPA/phase meetings used to feedback and set new learning - Work closely with the other schools in the MAT to develop writing - All teachers attend the family of schools' writing moderation event - Moderation event within Aspire - Writing Moderation in school Summer 2024 and February '25. - Outside provider Writing Deep Dive from Shine Academy in Spring 2024 with new action plan implemented and under review. - Writing lead visit to alternative school outside of the academy to support their writing review. - Introduction of Oracy to school with Oracy lead in place