

KS2 Curriculum- Writing

Intent

At Dovecote, in KS2, our approach to writing has been developed based on aspects of *Talk for Writing* by Pie Corbett and *Read Write Perform* by Mr Parkinson ICT, and has been carefully crafted to best suit the needs of the pupils at our school. This process allows for the 'basic building blocks' of writing to develop successfully: vocabulary, grammar, syntax, sentence structuring and paragraphing.

We encourage children to envision how their writing will be performed or displayed from the outset of their writing practice. This allows them to build a full picture of the purpose of writing. We focus on the purpose for writing significantly, whether they are writing to entertain, inform, discuss or persuade. We endeavour to build an understanding of the skills needed for each purpose, and thus build stronger metacognition, which places children in a strong position for their future learning. This also allows for children to develop their writing for pleasure muscles, and provides them with an insight into the benefits that can be gathered from their writing.

This approach has many other advantages, with strong links to reading comprehension during the early deconstruction phases, oracy, emotional links with the project of writing, and fluency of writing. The process allows for explicitly taught segments, and provides children with opportunities to practise skills repeatedly in many different contexts.

Implementation

Our writing sessions take place 4 times a week, alongside sessions designed to improve grammar, punctuation and spelling.

At the outset of the writing process, through powerful, memorable and enjoyable 'WOW moments', we build strong emotional links within the children and get them engaged with the topic.

The process of writing throughout the school follows a general structure of an initial phase of deconstructing a text so that a full understanding of the purpose and key features can be developed, followed by work practising these skills through a reconstruction phase. The deconstruction phase is where children can carefully analyse exemplar texts, build an understanding of the text, sentence and word level themes, and observe the syntax, grammar and language used within. During this deconstruction phase, children immerse themselves in the text, retelling, reimagining and reinventing them. The reconstruction phase allows the children to practise and develop precision in the skills that they have just observed.

Following this, there is a slow writing phase where children have the opportunity to develop their reflective skills and review their own practice. This is where children can use peer and self-assessment to produce a 'green sheet' piece of writing which is reviewed and edited.

The final phase is the performance phase that can look different depending on the purpose of the writing set out at the outset of the task. The performance phase allows children to perform their writing in a range of different ways, including green screen production, plays, news reports, and book creation. These

various phases may take different amounts of time, depending on the area of the school and the needs of the children or the purpose of the unit of writing.

Impact

Impact is measured through lesson visits, pupil/staff/family voice, work scrutiny, and formative and summative assessment data. There are leadership meetings weekly, where impact and children's progress is evaluated and reflected upon.

