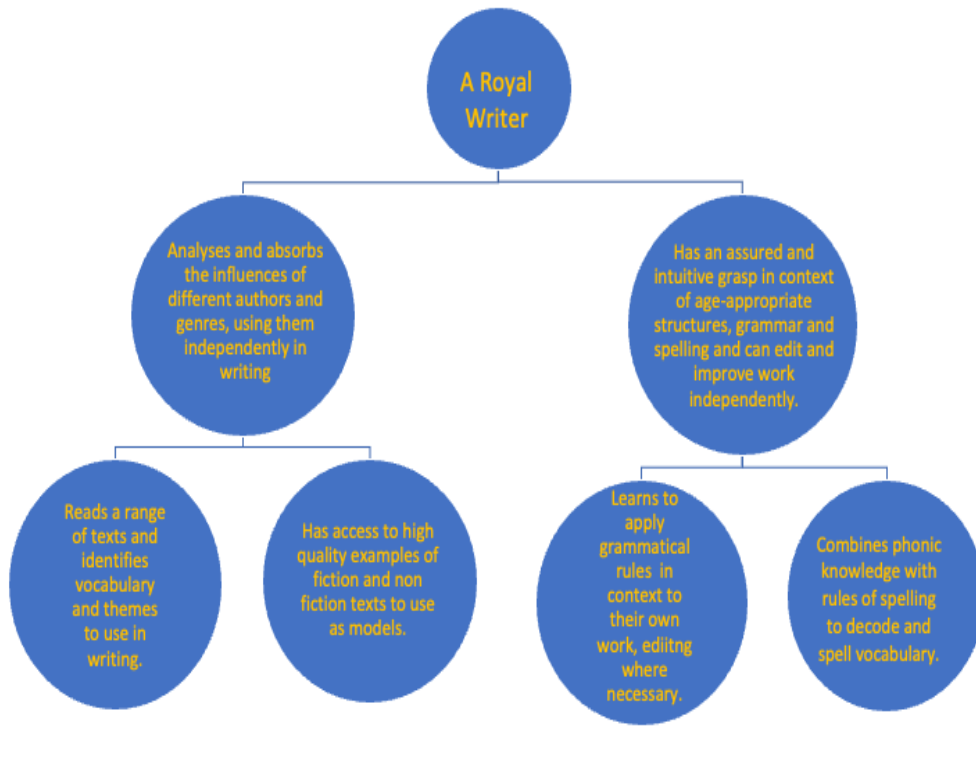


The Royal School Writing Pathway

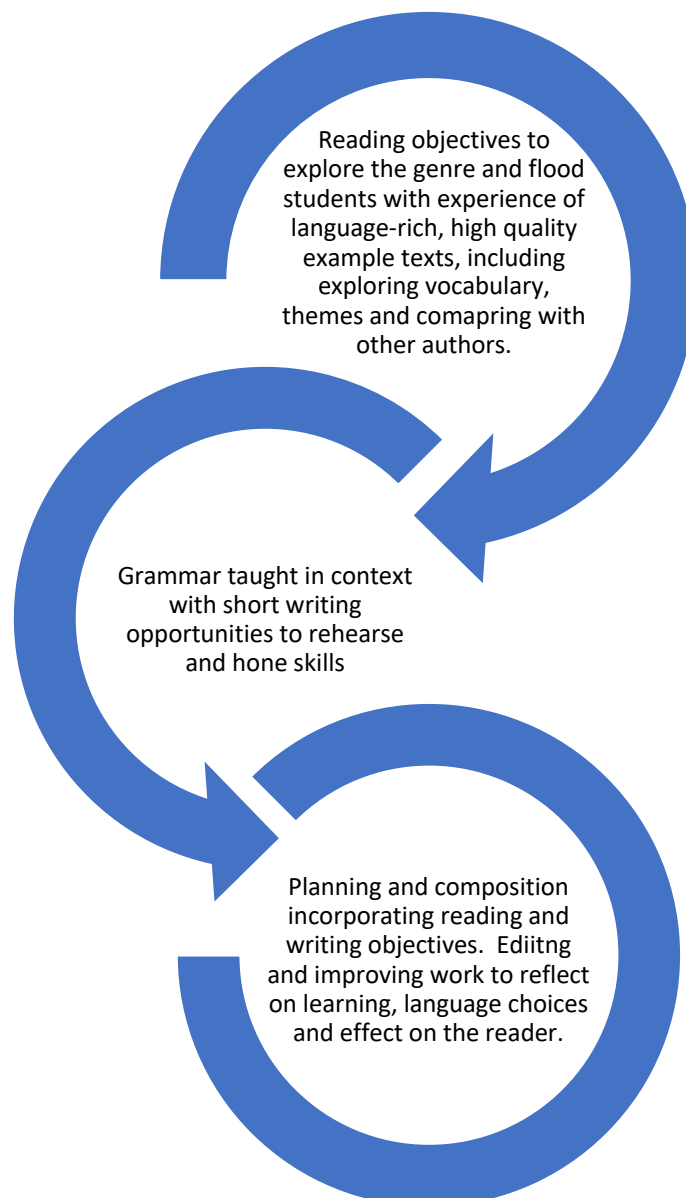


The diagram above demonstrates the way in which the structure of English teaching at the Royal is designed to develop the core elements of writing as students progress up the school. The curriculum is designed to blend the structural elements of grammar, spelling and punctuation with the influence of high-quality texts and an enjoyment of reading on children's natural written style.

Our intention as a school is that, by the end of their learning journey through the Primary School, Royal students will have a broad and well-developed understanding of a range of

fiction and non-fiction genres, encountered through both reading and composition. This will be supported with a secure knowledge of spelling and an assured use of grammar, which has been taught explicitly but within the context of specific genres and effects.

Writing and the planning cycle



Writing within the Curriculum

The majority of writing in each year group is taught and assessed through English lessons. Lessons take place for at least one hour every day and follow the three-phase planning cycle set out above. Genres, example texts and reading texts are detailed in the school genre map to ensure even coverage of genres and a good range of high-quality texts in each year group. Texts are selected to be challenging, inspiring and accessible as well as linking where possible to topics within the broader curriculum.

Extended writing also takes place with Cornerstones lessons (foundation subjects), where students are given the opportunity to apply their knowledge within the framework of a genre that is familiar to them. For example, students may write the 'Diary of an Evacuee' to represent their historical knowledge and independently apply their knowledge of recounts taught in English.

Inclusion

All students are expected to access the curriculum at their own level. Inclusive practise is embedded within the planning cycle to ensure support and challenge is available to allow all students to learn and progress independently. This inclusive practise is led by the Inclusion Manager, who works with staff to remove barriers to learning, and is supported by the following curriculum initiatives:

- Echo reading to pre-teach and over-learn model texts and key vocabulary and genre features.
- Use of the learning environment to support and scaffold e.g. vocabulary lists or model sentences on working walls.
- Communication in Print to support access to text and instructions.
- Defined lesson structures to model activities to remove structural barriers for learning
- 'Handy hints' are used to enable independent access to learning for all students.
- 'Brain Strains' and extra challenge are incorporated into tasks to ensure the most able are challenged and stimulated.
- Multi-media approaches are used with videos or animations of texts, QR codes with teacher modelling and a range of other techniques designed to encourage access and engagement for all.

Continuity and Progression

Continuity and consistency across the school and across year groups has been assured through the use of the three-phase planning cycle in all classes, so that teaching takes place within a familiar framework. Progression is planned within the genre map to ensure statutory curriculum requirements for each year group are covered. This includes grammar teaching, relevant genres and spelling. Spelling is supported through the Rising Stars Spelling Scheme, but assessed within writing to ensure successful application.

Quality assurance of progression is undertaken in a number of ways:

- Team planning to ensure all colleagues are confident in curriculum delivery
- Regular CPD from the Assistant Head and English Lead to ensure that curriculum initiatives are embedded and subject knowledge is secure.

- Planning scrutiny by Year Group Leads, Phase Leads and the Assistant Head, so support can be offered when needed and consistency of approach is assured.
- Work scrutiny by the English Lead, Assistant Head and Deputy Head to ensure children are making progress.
- Triangulation with FFT data and learning walks
- Moderation within school, with other schools and by the Local Authority to ensure consistency of judgements.

Assessment and Feedback

Students are summatively assessed using FFT Curriculum Tracker, with formative assessment and feedback being delivered through Live Feedback in line with the school's feedback and marking policy. Live feedback addresses misconceptions in the moment and identifies students who may need to attend a fluid focus group to revisit a concept. It also allows for the sustained embedding of 'non-negotiables' (i.e. curriculum objectives from the preceding academic year). Students respond to this feedback in red pen, to indicate they have taken the feedback on board.

FFT Curriculum Tracker is used to assess pupils against the National Curriculum writing objectives for each year group. This then feeds into planning by enabling teachers to identify weaknesses for individuals and cohorts and address them in future learning. Assessment on FFT also feeds into termly data drops and reports to parents, where progress and next steps are commented upon by staff.

The Role of Parents and Carers

The school connects with parents and carers through parent workshops – for example around spelling, phonics or assessments, parents' evenings, reports and the sharing of student work.

At parents' evening, parents are encouraged to look at student work and discuss their progress with children and teachers. Outstanding work is regularly shared in the newsletter and curriculum expectations are shared with all parents at the beginning of each year.

Homework also forms an integral part of parental engagement as parents become engaged in supporting their children to independently express their learning through a range of media. This can be writing, or reading and writing their own research to feed into a more creative activity.