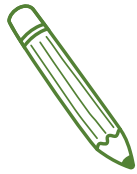


# Writing at Thomas Johnson Lower School



## Early Writing

Communication and language are prioritised to form the foundation of thinking and learning.

High quality adult-child interactions provide opportunities to model effective use of expressive language.

A wide range of opportunities to communicate through writing are provided, motivating children to write.



## Speaking and Listening

Children, especially in EYFS/KS1, rehearse texts being studied and practice confidently retelling stories.

Oracy is promoted throughout the learning journeys. E.g. Appraisal of work or performing poetry.

Children are encouraged to be articulate speakers. This is clearly modelled by adults in school.



## High Quality Text

Writing units are always supported by high-quality texts that engage, inspire and evoke joy in the children.

Texts are ambitious in their language and themes. They provide an excellent model of a genre.

Writing outcomes are based around the text, giving children greater motivation and purpose to write.



## Sequencing

The writing curriculum is based on the 4 purposes of writing: to inform, entertain, discuss and persuade.

A range of genres is taught over each academic year. They are sequenced in a way that enables interleaving.

Using a writing skills/knowledge progression framework, children can build on learning year-on-year.



## Writing Journey

The writing journey is sequenced as follows:

- Shared purpose for writing
- Text immersion
- Sentence stacking which includes the practice of genre-specific skills (including SPAG)
- Application of skills
- Planning
- Writing and editing
- Evaluating



## Vocabulary

Vocabulary is both discretely shared and incidentally discussed. It is a cornerstone of the English Curriculum at TJLS.

Dictionary definitions are shared.

Children are encouraged to use ambitious vocabulary.

Language is not shied away from.



## Support For All

High-quality modelling and shared writing enables all to see the small steps required to write effectively.

Scaffolds to support sentence stacking are utilised and practiced to support fluent writing and build confidence.

Targeted teaching to support those requiring support with reading takes place.



## Making Progress

Writing assessments will show that children are applying techniques with greater skill.

Children will have a wider bank of vocabulary that they apply creatively.

Assessments will be moderated and children will demonstrate termly improvements based on the age-related skill.