

Writing Expectations

At Eastbury Community, all writing (not including SPAG – see separate expectations) can be planned in line with the class topics or through certain Power of Reading texts. Teachers must cover the range of genres outlined in the National Curriculum – however, they are not expected to block these genres into long multi-week sessions – but instead return to them at various points within the year. This enables pupils to develop fluidity between writing styles and refresh their knowledge.

Planning

Planning should start with picturing the final outcome and its accompanying success criteria. Once this is established the teachers should work backwards and tailor their planning in order to equip the children with the skills required to complete the final task. This should involve:

- Reading and discussing a similar text.
- Looking at high quality examples of the writing or extracts from the writing that they are going to do.
- Opportunities for speaking and listening such as drama, hot seating or debate.
- When children reach Upper Key Stage 2 they should be developing a working document over several days before completing a final 'piece'. Therefore, pupils shall have opportunities to self and peer assess and edit their writing continuously. By the time they leave the primary phase they should be functioning as 'Authors'.

The final writing pieces should be engaging, exciting and challenging. This will not only improve their writing skills, but add depth to their knowledge. Simpler subjects such as: Should schools get rid of uniform? etc are a good way to develop skills within the build-up - but lack the depth and creativity of the Eastbury Learning Quest ethos to be used as final pieces of work. At Eastbury, we want to use high quality text to engage the children and expose them real world issues to help them become better global citizens. Final pieces should be written on 'special' paper and stuck into Creative Curriculum books, if it links to the ELQ topic.

Differentiation

All children within the class should work towards completing the same learning objectives (except in extenuating circumstances). However, lower ability should be supported by other methods – these could include: teacher focus, a range of sentence starters or a writing frame. Gifted and talented should be stretched by an extended success criteria – including more challenging tasks or by slightly altering the perspective of the writing.

Assessment

All final pieces of work should be marked in line with the Marking and Feedback policy.

Each half term, teachers will update target tracker. This informs them whether each child is working towards, at or above age-related expectations. This will allow the class teachers to see the gaps in the children's knowledge. This will inform their planning to fill these gaps or an intervention will be put in place for the child.

