



Intent			
All children to have a secure long term, deep and adaptable understanding of writing which they can apply in different contexts.			
High Expectations	Modelling	Vocabulary & Oracy	Inclusion (SEND, EAL, disadvantaged)
All children are expected and able to make progress. We follow a 'Low threshold, high ceiling' approach.	Teachers teach the skills needed to succeed in writing by providing examples and having high expectations. GPS skills are woven into the curriculum through high-quality modelling.	We intend to create an oracy and vocabulary rich environment. Oracy is a highly valued skill and a key learning tool. An aspect of oracy is an expectation in all of our lessons.	The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all.
Knowledge & Concepts	Skills	British Values	Cultural Capital
Develop the habit of reading and writing widely and often, for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Appreciate our rich and varied literary heritage.	Read easily, fluently and with good understanding. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. Apply age-appropriate spelling patterns and rules to their independent writing and children use fluent and school-agreed handwriting.	All children have an acute understanding of British Values and how they relate to individual subject disciplines.	Children experience a variety of different voices, perspectives and cultural experiences within English - high-quality text choice is seen as a means of expanding cultural capital. Children can use their writing skills to help them access, explore and report their learning across all subjects.

Implementation		
Curriculum (Concepts, Knowledge & Skills)	Reading Across the Curriculum	Vocabulary & Oracy
National Curriculum - followed and embedded in programmes. Progression of knowledge and skills embedded in programmes. Read Write Inc used in EYFS to Year 2. If needed, children in Year 3 and 4 will also use RWInc ensuring they are confident readers and writers and able to access the Grove Street curriculum. Pathways to Write is used in Key Stage 2 to ensure a clear progression in writing skills and experiences. Cultural Capital is embedded through high-quality text choices, real life opportunities and trips.	Stories are used to unlock the knowledge, skills and concepts of our curriculum. Grove Street Reading spine Curriculum library easily accessible and organised to promote link-making across themes and concepts.	Oracy is expected in all lessons, including strategies such as: <ul style="list-style-type: none"> <li>• Following established talk guidelines - specific to each age group.</li> <li>• My turn-your turn</li> <li>• Opportunities for all features of the oracy framework to be taught and applied</li> <li>• Sentence Stems</li> <li>• Assessment in oracy - termly.</li> <li>• Talking Points</li> </ul>
Inclusion	Assessment	CPD
SEND - specific support individualised to child - child-centered plan. EAL - additional support offered if and where needed. Racing to English and RWInc used to support if necessary.	Assessment is an integral and ubiquitous component of the curriculum. Whilst FFT data is collected and compiled twice across the year, AFL strategies and principles underpin everything we do. Writing is regularly moderated including opportunities to moderate across year groups and as part of our local cluster.	<ul style="list-style-type: none"> <li>• National College</li> <li>• Research projects - Story Time Trial, Voice 21</li> <li>• Coaching/observations within school</li> <li>• Liverpool School Improvement / HMI Alan Torr / Cluster</li> <li>• Training needs are reflective of monitoring / staff CPD meetings</li> </ul>
Monitoring	Whole School Celebrations / Parental Involvement	Cultural Capital
Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD.	We celebrate writing in assemblies, across year group sharing and by sending examples home to celebrate with parents Parental involvement - Read with Me workshops	<ul style="list-style-type: none"> <li>• High-quality text choices</li> <li>• Trips</li> <li>• Visitors - authors and inspirational figures</li> </ul>
Working Walls / Whole School Displays	Working walls should reflect the content taught with links to vocabulary, GPS and the text being enjoyed. High-quality writing should be celebrated across the school in displays across the curriculum.	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
Children are enthusiastic about writing; they are able to talk about the different pieces they have written. Children are able to talk about the texts they have studied. Children are confident to talk about their previous learning and learning across their current and previous year groups.	Writing assessed termly. Writing moderation and support to take place termly. Cluster moderation.	Able to understand and correctly utilise subject specific vocabulary - children are able to say how they have made a piece of writing successful by identifying what GPS features they have used and how these have impacted the reader.	Children make excellent progress from their individual starting points. Children enjoy writing.