



# Kennet Valley CofE VA School

## Writing Strategy

### Intent

At Kennet Valley, writing is seen as an extension of our reading offer. For our children to truly flourish, they must be equipped with more than just the essential academic, artistic and athletic skills. We ensure our writing curriculum is aspirational, sustainable and inclusive. It is designed to broaden, deepen and consolidate children's knowledge and understanding of the world whilst providing the space and skills for them to be able to communicate their knowledge and understanding.

Our writing strategy ensures all children are able to leave Kennet Valley fluent in the necessary transcription skills and with a love of words and an understanding of the purpose of writing.

Our approach to teaching writing is an equitable one: we secure a research-informed universal provision and additional 'targeted' academic strategies for those children at risk of underachievement. This way we can be sure that our writing strategy is built around our mustard seed parable: *"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches"*.

### Implementation

We teach writing using the EEF's 7-step model principle. Our sequence offers children a series of small steps that slow-releases them from a concrete model. These small steps move through reading, grammar and composition phases. Each sequence results in the children planning, drafting, editing and proofreading a piece of writing inspired by a high-quality text or animation.

Text types are chosen to help us communicate our Christian values and we often link our texts to elements of the wider curriculum. Texts and animations inspire our fiction and faction writing. The text will allow us to explore a variety of narrative structures and non-fiction text types over time.

### Teaching Faction

Faction is non-fiction writing using fictional contexts or contexts linked to the text. We teach faction in English so we can teach writing as a subject and ensure our children have enough cultural capital to be able to write well.

Our faction writing in English supports actual non-fiction writing across the curriculum. Children will, for example, learn how to write information texts in a faction unit but can

then apply this skill when writing an information text in a foundation subject – maybe as an end of block outcome.

### **Coverage of text types**

Every year, our children will have the opportunity to explore writing to entertain, writing to inform, writing to persuade and writing to instruct. We ensure that, in a term, children will have time to explore writing to entertain and one non-fiction text type.

### **Class Conferencing**

At Kennet Valley we know editing and proofreading is a key element of the writing process. We ensure that editing and proofreading is threaded throughout our sequence. Our sequences contain class conferencing sessions. Class conferencing is research informed; developing the principles set out in the EEF's guidance for effective feedback. Conferencing will look different in KS1 to KS2. Ultimately, we want our conferencing sessions to ensure our children leave Kennet Valley knowing what it means to be a reflective learner and develop from feedback.

### **Assessment**

We regularly assess children against the National Curriculum objectives using SONAR, this enables us to target gaps in future learning and provide additional support where necessary. We also attend moderation sessions with other schools, to allow us to discuss work and confirm judgements about writing. Live marking is used daily, so that mistakes can be addressed promptly through verbal feedback, giving the children the opportunity to edit their work.

### **Targeted support to close the gap**

Our approach to writing has been specifically designed to ensure all children leave Kennet Valley able to write at the expected standard or better. To ensure this we use assessment for learning to tackle misconceptions and act promptly if a child requires additional support. We use pre/post teaching booster sessions and reading fluency interventions to help support those children at risk of not meeting the standard.