

Curriculum Subject: English Writing

Equity

Intent

At Woodford Primary School, we seek to develop enthusiastic and skilled writers. Our curriculum has been designed to ensure children learn the key skills they need to be writers. Throughout their time at Woodford Primary School, children will explore a range of high-quality texts selected from the Babcock Book Writes collection. The children begin exploring the text as a 'reader' (looking at the effect the text has on its audience), before exploring it as a 'writer' (looking at how the author has created the effect). Finally, children will use the text as a model for their own independently-planned write. During the process, children will work collaboratively to develop their craft and use a range of drafting and editing techniques before publishing their writing. We expect children to maintain the high-standards we promote during English lessons when they write in any area of our wide and varied curriculum and teach self-evaluation and editing to ensure all writing reflects each child's potential.

Social Structures

- Use of Oracy and using full sentences
- Meet and greet to positively start each lesson.
- Talk partners.
- Shared discussion.
- Storytelling.
- Choral rehearsal of vocabulary.
- Development of shared writing

Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We use Writerly Knowledge Charts and discrete vocabulary teaching to promote vocabulary and close the vocabulary gap.

Expectations

- Storytelling.
- 10 teaching techniques from Opening Worlds.
- Retrieval: Regular practice (not just previous lessons but previous sequences of learning).
- Weekly handwriting practise.
- Using oracy - full sentences.
- Weekly spelling practise
- High standard of presentation.
- Earning a pen license
- Editing and improving to a high standard.
- Applying the fundamental writing knowledge.

Opportunities

- Local visits, visitors and link to allow children to make connections to the purpose of writing.
- Exposure to a range of high-quality texts.
- Coverage of a variety of genres and culturally diverse authors.
- Parent open afternoons to share learning.
- Positive noticing.
- Whole school focus dedicated to poetry.
- Sharing and celebrating learning across year groups and phases.

Adaptations

- Widgit symbols.
- Pre-teach vocabulary.
- Symbols.
- Vocabulary mats.
- Consistency in approaches across the subject and across the school.
- Personal, actionable feedback.
- Stem sentences.
- Physical aids (pencil grip, writing slopes, use of technology, talking tins).
- Scaffolds and boxing up.
- Understanding children's motivation.
- Translation sheets.

Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by the British values and ensuring our pupils are well rounded individuals who will impact positively on society.

- **Individual liberty:** Providing our children with the freedom and a safe space to make their own choices and form their own opinions to enrich their own sense of identity as they explore a range of genres and settings which enables them to see many positive versions of themselves.
- **Mutual respect and tolerance:** Exposing our children to texts from a range of different authors and themes such as age, disability, gender, race and religion.
- **Democracy:** Working together to build strong sense of self through collaborative work and opportunities for creativity in independent writing, allowing children to express themselves.
- **The rule of Law:** Understanding how English gives children the ability to make themselves clear and heard. English gives children opportunity to compare and contrast different countries freedoms and beliefs.

CURRICULUM DELIVERY			
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.			
	Consistent Approach	Common Language	Teacher/TA Role
Entry	<ul style="list-style-type: none"> • Ready for learning: • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach) 	Positive Calm "Ready to learn." '1, 2, 3'	Meet and greet. Set expectations for learning.
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MITY' 'TYP' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it yet again.' 'Say it again better' 'MITY' 'TYP'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?

All children included in learning and have access to the curriculum content - Equity.
All children secure new knowledge and progress with learning.

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.