

## WRITING at DULWICH WOOD

### Curriculum

At Dulwich Wood, we believe that a child's learning should be meaningful and contextualised. All of our learning is organised according to a whole-school theme which changes each term.

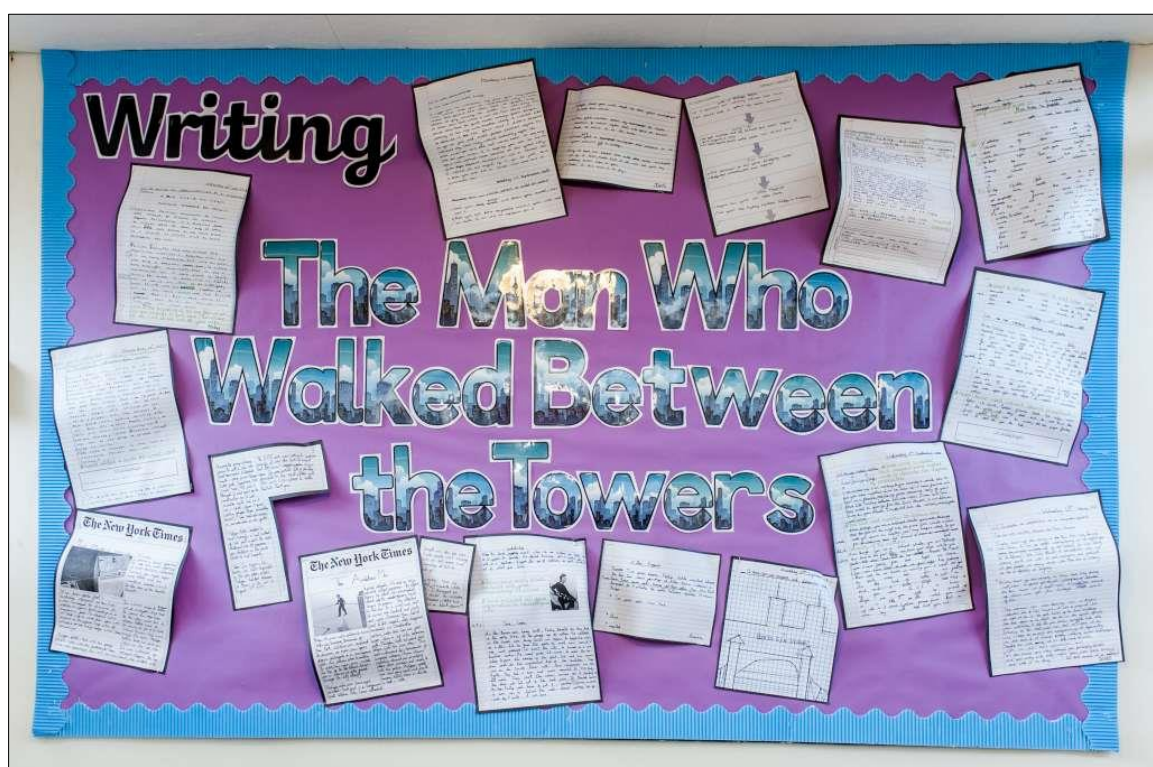
Teachers carefully plan a Learning Journey linked to the theme, considering the knowledge, skills, vocabulary and cultural experiences that the children will need.

Each Learning Journey starts with a real-life experience to inspire awe and wonder in the children, for example a trip, the arrival of a mysterious parcel or a special whole school event. The children guide their Learning Journey by asking questions that they would like to answer by the end of the term. Children produce various written outcomes across the curriculum as part of each Learning Journey. Writing in every subject is recorded in the Learning Journey book.



We believe that high-quality texts are essential to raise the children's attainment in writing.

We ensure that all children are exposed to celebrated children's authors and develop a respect and appreciation for books. Key texts are chosen to accompany each Learning Journey and these usually have strong links to the theme for that term. Grammar and spelling are always embedded into English lessons. We use a book based approach – following the teach through a text approach from the [Literacy Tree](#) to support our English planning and staff training.



## Intent

In order to prepare our children for the very best future, our ultimate goal is for every child to develop a love for Literacy and leave as confident writers who are able to:

- enjoy the activity of writing.
- develop the knowledge and skills they need to become critical thinkers and informed writers.
- use writing across the Learning Journey and curriculum, in purposeful and real-life contexts.
- develop a curiosity, that enables them to understand and use technical or ambitious vocabulary.
- use composition, grammar, spelling and handwriting skills to become effective communicators in writing.



**Making Links**

## Implementation

We have worked hard to develop our curriculum and methods for teaching writing so that it is relevant, engaging and challenging to all. During their time at Dulwich Wood, children will write a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all types. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing.

Writing lessons are always taught within in the context of a high-quality children's text; these are often linked to other areas of the curriculum such as humanities or science. Teachers use and adapt [Literacy Tree](#) planning sequences which creatively embed the teaching of grammatical skills. Children are given opportunities to practise taught writing skills, during BIG Write sessions whereby they are given a creative context to inspire their writing. The Children are given writing opportunities across all subjects (English, Science, History & Geography).

### The Teach Through a Text Approach from Literacy Tree

<b>Thematic link</b>	Links are made through themes & conventions within significant literature
<b>Discovery Point</b>	Dramatic conventions support immersion & create a hook with the book to create resonance
<b>Literary language</b>	Literary language explicitly taught and applied in writing
<b>Embedded comprehension</b>	Reading comprehension explicitly embedded through prediction and inference
<b>Embedded grammar</b>	Explicit grammar skills for writing taught in context to be applied purposefully
<b>Spelling &amp; vocabulary</b>	Explicit spelling skills are explored and linked to vocabulary acquisition
<b>Purpose &amp; audience</b>	Distinct shorter & longer writing opportunities rather than genre-led

## Spelling

Spellings are explicitly taught weekly. Teachers use the National Curriculum, word lists (R: tricky words, KS1: common exception words, Y3-4 word list, Y5-6 word list) and Spelling Seeds (Literary Curriculum) to inform their planning. The children also receive 5-10 words to practise at home. We do not test children's spelling as we believe that this can damage their confidence. Instead, we assess children's spelling through their ability to apply the words in their independent writing.

## Big Write

In order for our children to become 'writers', we ensure that they have regular opportunities to write independently. The Big Write is an extended written outcome which the children's learning has built up to over a sequence of lessons, and may link to other areas of the curriculum. For example, it may be a set of instructions for a science investigation, a letter to a significant person in history or a re-telling of a story. The Big Write always has a clear purpose or audience, may begin with a 'hook' to engage the children, and allows children to apply the grammar or vocabulary that they have been learning about. The Big Write may be an outcome of modelled, shared or guided writing by the teacher. Resources may be used to scaffold the children's writing or support their vocabulary. Children are taught to edit their own writing and make improvements. Longer pieces may be completed over a series of lessons to break it into manageable chunks. Children may have opportunities to 'publish' their writing via a final draft, and we encourage high standards of presentation by displaying their finished work. Big Writes are used as assessment pieces of writing to monitor children's attainment and progress throughout the year.

## Handwriting

Handwriting is explicitly taught weekly from Reception onwards. Children are given opportunities throughout the week to practise handwriting to develop legibility and speed.

## Impact

### Marking

All pieces of work are acknowledged by the teacher or Teaching Assistant and 'light marked'. Peer or self-marking may also be used. The level of support given is indicated using an I for independent work, S for supported work, G for group work, or V for verbal feedback. For the purposes of assessment, more than one code may be used to indicate parts of the work where support was given and other parts where the work was independent.

Children's writing is 'deep marked' at least once a week with a 'star' to celebrate their achievements and a 'next step' to move their learning forward. Teacher's marking is completed in green pen and a highlighter may be used to draw attention to a particular part of the work. Any editing or responses that the children make must be completed in blue pen. Children also receive regular feedback through verbal discussion.

## Assessment

Children's writing is assessed once a term by the teacher using the Early Years Statutory Framework and the STAR (Southwark Tracking and Assessment Record) but progress is monitored throughout the term. The teachers use evidence from children's Learning Journey books to make their judgements. Teacher judgements are moderated by colleagues, subject co-ordinators and phase leaders to ensure accuracy of assessment and consistency across the school.



