

Writing Curriculum Design at Franche Primary

Vision Statement:

We want children to leave Franche secondary ready, writing coherently and establishing strong identities as writers.



Content:

All writing at Franche is for a purpose and is at the core of each of our cross-curricular subjects. We have a clear cycle that all year bands follow to ensure exposure to aspirational language, grammar and spelling, which results in high quality writing and high ambitions. Through explicit teaching and high-quality modelling, teachers are able to ensure key content is remembered long-term and that pupils are making links to prior learning. Relationships are developed through PALS and cooperative learning supports raised attainment in all yearbands.



Writing cycle:

It is known that children start at Franche with poor language skills and therefore this forms the foundation of our writing cycle. After exposure to key vocabulary and aspirational language models, the children begin a slow writing process where ideas are shared and celebrated. This leads on to an independent Franche Write, where the children get the chance to show off new skills and self-assess their work. Each cycle ends with a PALS session, where the marking ladder, TAFs and spelling word lists are actively promoted.



Assessment:



- Two half-termly independent Franche Writes assessed using TAFs (year band appropriate)
- Use of PALS (Y1-Y6) with early exposure in Reception
- Moderation within year bands/phase and external.
- Weekly spelling tests.
- Half termly spelling word list assessments.

Supporting all Learners:



- Curriculum progression documents (inc grammar)
- Concept Cat/Word Aware strategies and interventions
- Being aware of cognitive overload
- Classroom environments promote vocabulary/key skills
- Visual representations and actions used consistently
- Appropriate pitch to ensure all learners are challenged

Metacognition:

Our writing cycle enables children to develop their metacognition skills. The goal is to ensure children have appropriate time to think about the writing process, consider the best way to approach their writing, tackle barriers and reflect systematically on their strengths and weaknesses. In addition to this, they are activating prior knowledge, applying new strategies and reaching high targets through the independent use of the marking ladders.

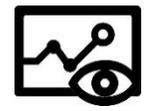


SMSC and British Values:



- Spiritual - poetry, fiction and drama.
- Moral – exploring different writing genres (newspapers/fiction texts/media)
- Social – secure understanding of the written language/PALS
- Cultural – exposure to cultures and understanding own identity.
- British Values are promoted through writing

Monitoring:



- Book trawls
- Pupil and staff feedback (formal and informal conversations)
- Learning walks
- Standards file
- Curriculum progression documents
- Creative curriculum overviews

Supporting Staff:

- Staff CPD for all teachers
- Team Teaching writing lessons across school
- Planning support
- Staff questionnaires to identify support needed
- Moderation (year band/phase and external)
- Lesson studies
- Regular monitoring and feedback (formal and informal)

