









<p><b>Vision</b></p> <p>At the Bridges Federation our writers are ready to access their knowledge and skills of different text types to produce effective pieces of writing. We are aware of our readers and show this not only in the literary devices we use, but in the editing and redrafting of our work also. We build out knowledge as writers through our unpicking of specific fiction and non-fiction pieces, as well as in our engagement with quality texts as a whole class and in our own reading time.</p>	<p> <b>Intent</b></p> <p>Good writing requires the solid foundation of a keen understanding of what makes particular pieces of writing effective. Through the Talk for Writing Process, children are exposed to this practice regularly- both across units of work and their time with us at Wimbotsham and Stow Academy.</p> <p>As well as knowledge of texts, pupils need to hear a wide range of examples to support their own ideas. Our sharing of texts as a whole class, our “Bookflix” sessions – where pupils regularly hear all adults in the school read quality short stories to them – and our weekly parent Reading Cafes all contribute to supporting this aspect of the children’s journey as writers.</p> <p>Finally, good writing requires quality conversation and support, which we strive to provide through not only adult led groups, but also with our development of peer-to-peer conversations so that pupil’s can develop their independence in this area of their learning also.</p>	<p> <b>Implementation, Content and Sequencing</b></p> <p>English is delivered using the Talk for Writing model of teaching. Using this as our framework for learning the features of text types, National Curriculum goals are planned in and built upon as the children move through the school.</p> <p>Planning for learning in these units is tailored using assessment of pupils strength and gaps in their knowledge, allowing are teaching to be inclusive of all learners.</p> <p>Pupils are also provided with opportunities to independently apply their writing skills in the context of other core and foundation subjects.</p>	
<p> <b>Links with other subjects</b></p> <p>Writing is the essential tool children have when expressing their understanding in a wide range of other subjects, and therefore opportunities for children to show their skills are embeded into the plannning in these different areas of their learning. As well as this, other subjects provide a purposeful context in which to produce certain key text types – such as scientific investigation planning – and our planning in these subject areas allows for this aspect of pupils writing knoweldge to be developed.</p>		<p> <b>Progress</b></p> <p>The development of our pupils understanding in supported by promoting development of skills and their application across a unit, across a year and across the school.</p> <p>Text types taught clearly progress in depth and complexity, allowing for pupils to apply and demonstrate the deepening of their understanding as they move through the school.</p> <p>Teacher assessment of writing allows them to further progress of pupils by providing opportunities for themselves to support individuals and groups with more targeted teaching and discussion.</p>	<p> <b>Support</b></p> <p>All writers deserve the opportunity to discuss their work and develop it with an adult, and this is a cornerstone of how all adults in the class support learners.</p> <p>All learners are different, and for those who require more support are regularly provided opportunities to work in small groups to further develop their understanding and confidence in writing.</p>
<p> <b>Impact</b></p> <p>The impact of our writing curriculum is that pupils become aware as writers that pieces have an audience and that they need to show this awareness through the writing they produce across the curriculum.</p> <p>We have created – through our use of Talk for Writing – a culture of writing that allows for children to not worry about being “wrong”, but to embrace the process of editing and improving as a part of the larger overall sequence of creating a piece of worthwhile writing.</p> <p>Children’s writing does not only reflect this in their taught sessions, but also in their independent application of their skills across the curriculum.</p>			