

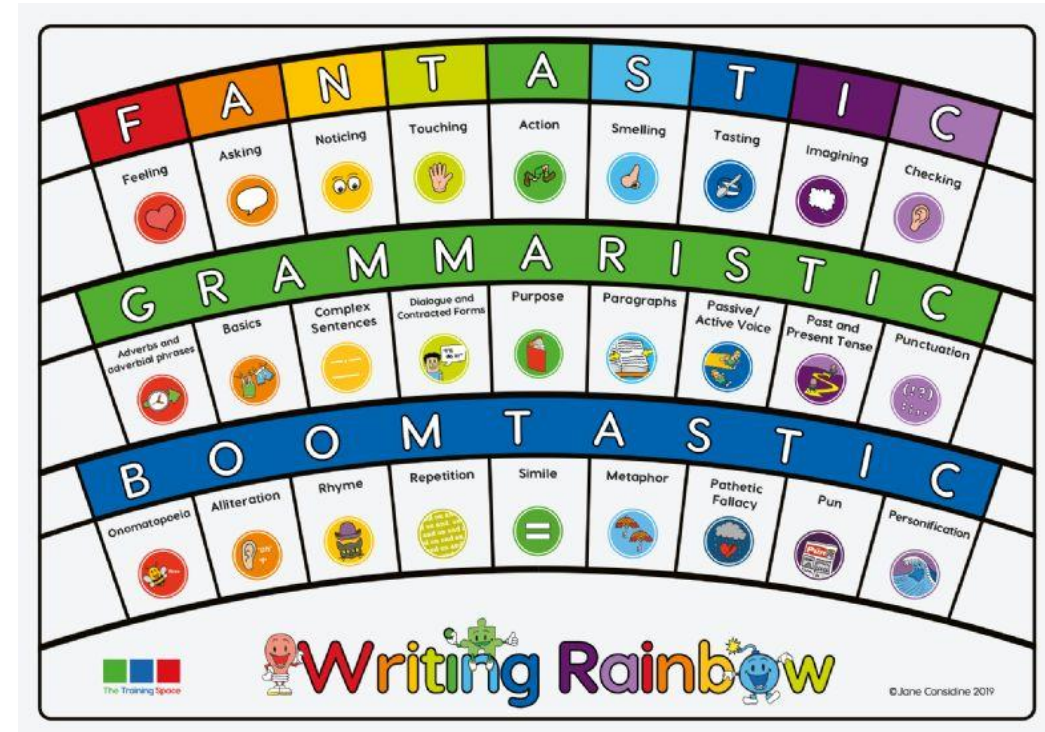
Writing at Loughton School



'Our vision at Loughton School is for our children to explore a wide variety of genres of both fiction and non-fiction writing whilst learning via our immersive curriculum.'

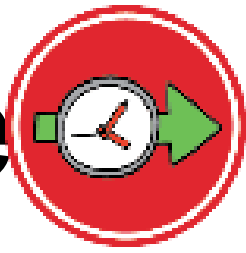
We believe that all children should develop their own style and have the courage to use their imagination and creativity to publish well-presented pieces that they can take pride in.'

- Provides a structure to teach all elements of English creative writing
- Children use the 36 icons regularly on their writing journey throughout the school
- Provides additional support when writing independently
- Teachers can ensure they are teaching a variety of writing skills



The Writing Rainbow

Adverbial phrase



Who has spotted Peter coming towards him?

Where are the characters?



Model

Peter came around the corner and spotted Mr McGregor planting new seedlings in his vegetable patch.

Metaphor



1. You are going to find three clues in the picture which symbolise war.
2. Now think of metaphors which symbolise war is coming.

Model

The grey cloak that hung over the village shadowed a monstrous tank which lurked in the cobbled streets, reminding Rose that life was not the same.



Teaching and learning

Planning looks the same throughout the school

Each unit of work follows the same structure

Vocabulary is shared which extends the more able and supports the less able

Writing stamina is improving as children are writing every day

Teachers see the children's writing in lessons and can give instant feedback while over-shoulder marking

Writing Assessment

We assess children via their independent writing. They complete a range of different assessments each year across a range of fiction and non-fiction genres which relate closely to the topics they are learning about and also the high-quality texts they are reading in their guided reading lessons.

Teachers assess using the national curriculum writing objectives ([Teacher Assessment Framework for the end of key stage 2 2018/19 onwards](#)) which enables us to decide whether your child is working below or towards the standard for their year group, at the expected standard for their year group or working at a greater depth.

The sentence stacking lessons support the children in learning how to write effectively for a specific purpose, using the correct features. The sentence stack is displayed in the classroom to support all children when they are writing independently. Once the children reach year six, the sentence stack and modelling is removed in order for the children to produce their best writing completely independently to allow for accurate assessment and moderation.

What we did last year to improve our provision:



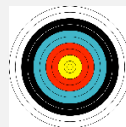
Teachers demonstrate their own writing during each lesson to show all children how to write cohesively and creatively using a wide range of vocabulary and grammatical structures in order to achieve their potential.



Lessons have been inserted which support the children in editing and improving their work.



We have spoken to groups of children to find out how they feel about writing to see if there is anything more we can do to inspire and motivate.



All children are provided with a target after each piece of independent writing so that they know what they need to do to improve.