The DCET [The Dunstan Catholic Educational Trust]:
A shared approach to the teaching of writing

Intent
A shared vision

What we would like our children to be like as writers by the end of Y6

At The DCET, our aim is to support our children to develop into passionate, fluent, creative and effective writers. We would like our children to be enthusiastic and motivated – keen to write for purpose and for pleasure – and willing to take risks when communicating their ideas on paper. At each stage of their learning journey, we want our children to take opportunities and meet the challenges that the next phase of their learning will bring with resilience and confidence.

What we would like our children to know and be able to do by the end of Y6

We believe that each child has the right to create a toolkit of writing knowledge and skills, building on prior learning.

Composition
- Write - inspired by a range of high-quality texts and models.
- Plan, revise and evaluate their writing.
- Consider the audience and purpose of writing.

Grammar
- Explore the relationship between words.
- Construct accurate, coherent and effective sentences.

Vocabulary
- Create a broad and rich vocabulary.
- Develop a working schema of different topics.
- Have opportunities to be ambitious in their vocabulary choices.

Spelling
- Apply a phonics-first approach to reading and writing.
- Develop a bank of sight-word strategies in order to spell common exception words.
- Have an understanding of spelling rules, patterns and word origins.

Handwriting
- Sufficiently develop the core strength and motor skills required for correct posture and pencil grip.
- Form and position letters correctly.
- Write legibly, joining when appropriate.
- Choose appropriate writing equipment.

What we promise to offer our children in our writing provision

- A captivating curriculum that is well planned, containing a clear progression of knowledge and skills from EYFS to Y6 based on high-quality texts and models.
- A positive learning culture where children are encouraged and supported to think using a growth-mindset during the writing process.

- A stimulating learning environment where teachers have high expectations of what will be achieved and in which successes are celebrated and next steps are clearly shared.
- Lessons and teaching sequences which have a clear focus and purpose and clearly defined learning outcomes.
- Exposure to high-quality models and books with opportunities to take part in purposeful, exciting experiences.
- Teachers – with excellent subject knowledge and a passion for reading and writing – who keep informed of new authors and releases.

Implementation
A shared approach

Across the trust, **all** writing teaching sequences – from **Y1 to Y6** - will include the following elements.

- They will be based on a **quality text** that is appropriate to the year group and relevant to the teaching sequence.
- The writing teaching sequence will have a **clear final writing outcome** and a **series of writing opportunities** (skilled writes) that have been **clearly mapped out across the year groups** to ensure frequent, quality opportunities for writing for a range of audiences and purposes.
- Long term mapping will demonstrate a **progression of knowledge and skills** from Y1 to Y6 and will clearly build on firm foundations of **communication, language and literacy** secured in the EYFS
- The sequence will contain four **strands**:
    - **Let's explore**
      Immersion in the text: an engaging hook; book talk; writing opportunities; grammar sessions (re-visiting and consolidating previously taught grammar that will be needed to enable children to successfully complete the writing outcome); oral re-telling; drama.
    - **Let's prepare**
      Grammar sessions (teaching the skills needed to enable children to successfully complete the writing outcome); writer talk; language analysis; vocabulary development
    - **Let's write**
      Talking; planning; drafting; writing; proof-reading and editing
    - **Let's share**
      Sharing and celebrating

- Handwriting, phonics and spelling will be taught in accordance with each school's chosen programmes.

Impact

- Schools will have systems and processes in place to **monitor and evaluate** the provision of writing and the impact of the chosen English writing teaching sequences to ensure **consistency and quality** across all year groups and to confirm a **progression of knowledge and skills**.
- Moderation processes within schools and across the trust will ensure consistency of provision and accuracy of judgements in each year group.