

## The 3 I's in writing at Oldfield

### **Intent:**

#### **What is it?**

Curriculum design, coverage of subjects and appropriateness of the coverage. What the curriculum builds on from the past. How progression is shown.

#### **How do we do this?**

We have a long-term planning overview for writing so we can see what genres, books, themes are being taught. Each year group uses the Oldfield reading spine to guide their mid-term planning. We show progression through differentiation (this is signposted in planning and through lesson observations). We often have a whole school theme each year for observations so SLT/writing leads can see the levels of progression from EYFS to Year 6. We show progression through expectations and outcomes. Writing is shown and displayed in the classrooms and corridors.

### **Implementation:**

#### **What is it?**

Curriculum delivery, teaching and assessment.

#### **How do we do this?**

We have ongoing formative assessments throughout the year which informs out end of term/year judgements. We have the Grammar assessments three times a year, the statutory spelling test twice a year and ongoing termly writing assessments.

Plans are adapted and amended for current cohorts, previous plans are reviewed and amended to ensure children are given appropriate targets/lesson objectives.

Teaching includes a multi-sensory approach by using visual, audio and kinaesthetic ways. A variety of media including powerpoints, videos, images and pictures are all different styles of introducing a lesson or genre.

### **Impact:**

#### **What is it?**

Evaluating the impact of the curriculum against what the children have learnt, understood and can achieve/explain/discuss/describe. Attainment, progression and readiness for the following year.

#### **How do we do this?**

Children complete a range of tasks in writing, these get progressively more challenging and work in greater depth through the academic year. Children have the opportunity to share their work, work is displayed in the classrooms and in the hallways where possible. Cross-curricular links develop so writing is interwoven into each session where possible. There are opportunities for staff to meet and discuss the following year so children can prepare for the transition.

Teachers assess on a termly basis using Insight and Mark to update statements and levels.