



# WRITING AT MAGDALEN GATES

A Magdalen Gates writer relishes the chance to get writing! We select techniques from a generous toolbox to make sure that our writing has the effect we want it to on the reader. Our writing is informed by quality time spent with quality texts and exposure to a range of ideas and experiences.



## EARLY WRITING

- Good writing depends on good conversation – our environment is rich in opportunities for speaking and listening.
- Good writing depends on good reading. We share a wide range of high quality texts to spark imaginations and seed ideas, whether in class or through our well-stocked library.
- Children learn to read and write through using the Read Write Inc scheme. We tailor learning to each child's stage of development and are committed to intervening to ensure good progress for all.



## CONTENT & SEQUENCING

- We plan writing opportunities with a clear awareness of genre and an understanding of how each strand of the National Curriculum builds up.
- Key genres are returned to regularly to ensure that children understand the conventions and develop their skill in using these.
- Focuses for learning will be dynamic, based on an understanding of each class's areas of strength and gaps in knowledge and skills.



## EXPLICIT & DIRECT INSTRUCTION

- Mag Gates writers read: we explore the subject, audience and purpose of quality texts, asking "What does this do to the reader and does it achieve that?"
- Mag Gates writers are well informed: We explicitly teach VGPS linked to text type, focusing on why it is effective.
- Good writers write often: our children get regular opportunities to apply their skills in independent extended writing.
- Good writers write meaningfully: where possible our writing serves a clear purpose.



## VOCABULARY

- Fun, inspiring and impressive vocabulary is explicitly taught, explored and enjoyed daily through our Read Write Inc and Destination Reader work
- Key words are returned to and reinforced regularly.



## PROGRESSION

- Writing opportunities encourage progression in techniques, vocabulary and overall tone across a unit, across a year, and across the school.
- Key text types show clear progression both in content and form when returned to.
- Accurate assessment allows targeted teaching of classes, groups and individuals.



## SUPPORT

- Everyone learns differently and all of our teaching is directed at enabling every learner to succeed. For those who need support above and beyond Quality First Teaching, we use the following interventions:
  - Wellcomm
  - RWI (small group and 1:1)
  - Precision Teaching
  - SOS spelling
- Where necessary, we seek and follow the advice of other professionals.