

Writing

At Egginton we encourage a love of writing in all of our pupils. We extend our more able writers by challenging them to think carefully about the effect they are trying to create from their piece of writing. We ask them to reflect on what the purpose of the writing is. Are they trying to persuade, entertain, instruct or inform?

We challenge more able writers by altering the task so sometimes they have to write from a different perspective.

We encourage our more able pupil to be confident at writing across a range of different text types; they are knowledgeable about the features of different genres.

Through feedback we encourage our pupils to critically reflect and evaluate their writing and then edit it in order to make improvements.

We plan sequences of lessons so there is a balance between skills work and extended writing tasks where pupils can apply their knowledge of grammar, punctuation and spelling rules.

We differentiate the success criteria for the more able pupils so they have to add additional features in their writing.

Our pupils write often in a range of different curriculum contexts. As a result, their writing stamina increases and they become fluent writers.

We expect our pupils to take pride in their work and we teach a fluent, joined up handwriting style.

Often we allow our more able writers to choose the writing genre that they are going to present their findings in.



How do we challenge our more able pupils at Egginton?

Maths

More able mathematicians often demonstrate excellent fluency – recall of number facts and mental calculations is very quick. Sometimes more able pupils struggle to explain their 'journey' towards finding a solution to a problem.

At Egginton, we extend pupils through rich problem solving activities. We encourage pupils to explain their reasoning when solving problems.

In our curriculum 'White Rose' maths is used as a resource to implement problem solving tasks.

We challenge pupils through our use of feedback. We use phrases such as 'Prove It', 'Convince Me' and 'Is this correct?' to encourage pupils to explain their reasoning and develop a deeper understanding.

We develop a deeper mathematical understanding in our pupils by encouraging them to explain their methods to others.

We find that sometimes our younger 'more able' pupils often prefer to work problems out mentally rather than using and using the correct equipment. We actively encourage them to tackle problems that require the use of practical equipment.

General class teaching strategies to extend the more able

We use open ended questions rather than closed questions.

We give pupils the choice of how to present their work.

We foster a culture of independence and resilience from an early age.

We encourage our more able pupils to embrace challenge and barriers and realise that when mistakes are made it is a new learning opportunity.