

# Writing Overview

The teaching of writing is sequenced progressively throughout the children's time at school, as well as within each year group, to ensure that skills (set out by the National Curriculum) are being re-visited, embedded and built upon each year. We ensure that all children are given a clear and motivational purpose to their writing, by making cross curricular links (where appropriate) as well as exposure to a range of genres and high-quality texts which are used as a 'hook' to inspire the children with their writing. This allows them to practise the skills needed for different purposes and audiences and in order to make secure links between writing and reading, pupils are made aware that they should 'read as a writer' and 'write as a reader'. In order to ensure all elements of writing are covered, in order to give the children all the necessary skills and knowledge to write their final piece of independent writing, there is a clear writing journey that all teachers most plan and deliver for each genre of writing.

## Our writing journey consists of:

- Purpose and Audience
- Exposure to model texts (with reading comprehension questions)
- Grammatical skills
- Opportunities to build vocabulary
- Opportunities to write to apply the grammatical skills and vocabulary that have been taught
- Planning, drafting editing and publishing
- Spelling
- Handwriting

## Purpose and Audience

For children to write effectively, it is important for them to understand the purposes and audiences of their writing. During this part of the writing process, the children are taught how to select language that shows good awareness of the reader. This is done through exposing the children to high-quality texts/extracts where the purpose and audience is clear and is clearly modelled by the teacher identifying language and organisational devices that have been chosen due to the specific audience for this piece of writing.

## Model/Example Texts

Model texts are used to assist pupils in tackling new, unfamiliar genres. Model texts provide a concrete example for the children to understand what is to be expected as a finished product and to process the rhetorical structures, conventions, and organisational features within the text. Children will also answer reading comprehension questions, at this stage of the journey, based on the model text/s to enable a deeper understand of the organisational features that have been included and the vocabulary that has been used.

## Grammatical Skills

In grammar lessons, the children are taught the knowledge of punctuation and grammar that they will need to apply to their writing within that genre. This ensures that they make purposeful links and build on the skills they have learnt in order to progress. Every half term, the children also complete NFER and Rising stars SPAG test papers. This allows the teacher to identify gaps in order to further and consolidate learning.

## Opportunities to Build Vocabulary

At Athersley South, Children have 'magpie' books. These little books are used during shared reading and writing, when looking at model texts as well as when children read independently to steal words and phrases that the child can then try to use in their own writing. They also used jotters to gather their ideas and language. Every opportunity in the classroom is an opportunity to magpie language. We realise how

important it is for our children to have access to extensive vocabulary, to be successful both as a reader and as a writer. The meaning of words and new vocabulary is taught and explored through all aspects of our English curriculum; reading, writing and oracy (speaking and listening). Vocabulary activities are also built into all other subjects across the curriculum and vocabulary lists have been compiled for every Foundation Subject.

### **Opportunities to Write**

As the writing process continues, the teacher models writing and the children take part in shared writing opportunities with their peers, as well as guided writing opportunities with their teachers, to develop their knowledge and skills in readiness for their independent writing. Shared / modelled writing centres on teacher demonstration of the thoughts and actions that go into creating a text. It is an opportunity for students to observe a proficient writer going through the process of putting ideas into a written form. In modelled writing, teachers can focus on authorial elements of writing (such as sequencing and linking ideas, choosing appropriate words, etc.) or secretarial elements (employing spelling strategies, using correct punctuation, etc.).

As well as shared writing, during this stage of the writing process, children are also given opportunities to independently write either sections of a text or whole texts. This allows them to have a go at applying all the skills they have learnt so far in the writing journey. This is also where the teacher will give the child feedback and mark the piece of writing, in great detail, so the child can recognise what they have done well and what may need further improvement before they have a go at their totally independent piece of writing (portfolio piece), that will be assessed, by the teacher, later on in the writing journey.

### **Planning, Drafting, Editing and Publishing**

During the planning stage, children will be given a boxed-up planning grid (adopted from Talk for Writing scheme). The boxed-up writing plan encourages children to think about paragraphing and this is where they will generate their ideas for their final piece of writing.

Once the planning stage is complete, children will then write their first draft in their skills book, applying all the necessary skills, features and vocabulary that they have previously been taught. Once this is completed, the children will edit their writing using a purple pen (editing pen). Editing within writing is a key skill taught to all pupils and they are encouraged to explain and reason why they have edited particular parts of their work.

Once the editing stage is completed, then the publishing stage begins. The children will write their final piece of writing in their portfolio. This book is a compilation of the child's independent (assessed) pieces of writing. The portfolio follows a child throughout their school life, from Year 1 right the way through to Year 6. Teachers will assess this piece of writing using the school's assessment grids and national curriculum statements.

### **Spelling**

Spelling is also taught explicitly in each year group. In Key Stage 1, spelling is a focus of Phonics teaching, which is taught using the Read Write Inc materials and in Key Stage 2, children follow the Read Write Inc Spelling programme. Each week, the children in Year 2-6 will complete a weekly spelling test (on a Friday). These are based on either the spelling pattern they have learnt that week at school or the National Curriculum word lists. Spellings may be personalised to individual children's needs where appropriate. Children take spellings home to practise on a weekly basis.

Word lists and visual prompts are used in classrooms to assist children with their spelling and in all work, spelling is given a high priority. Children are encouraged to use different strategies to help them spell

correctly including phonics, use of word lists or mats and dictionaries. When marking work, teachers pick out spellings for children to correct.

All children have their own Spelling Shed account. This spelling programme has built-in scaffolding and support, to allow children to practise their spellings at a level that they are comfortable with. Teachers enjoy the flexibility of being able to choose pre-made lists or creating their own bespoke lists to cater for children's individual needs. Children start by seeing and hearing the word before selecting the letters they need from a given selection. As the difficulty increases, the support lessens and children spell the words using a keyboard. The game supports phonics word lists which enable younger children to use their evolving phonemic awareness to build words with graphemes such as 'er' and 'ai', as well as single letter graphemes.

## **Handwriting**

We teach children to use a fully cursive style of handwriting using the Letter Join programme. They start with individual letter formation and correct pencil grip in EYFS. Children begin to join when their letter formation is secure; usually, from the end of Year 1. Children are expected to produce neat, joined, legible handwriting at all times and when they demonstrate this consistently throughout all their work, the child will be awarded their pen licence.

## **EYFS**

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning, rather than subject areas. We continuously use our understanding of child development and skill progression, baselines, observations and assessments to identify and review our children's strengths and gaps. This knowledge, along with the Educational Outcomes and Early Learning Goals within the Statutory Framework, drives our provision, learning environment and tailors our curriculum to the children's needs, as well as ensuring we provide a broad range of knowledge and skills that are continuously built upon to provide the right foundations for the children, in our care, to become lifelong learners. All of this is provided through our continuous provision to engage children's curiosity, thinking and learning through play and adult focus tasks.

When children start in Early Years, they are encouraged to make marks on paper, this then progresses to forming letters correctly and beginning to put these letters into words and then sentences. As well as writing in provision, it is also a key feature of the RWI phonics programme, which is delivered daily.

## **KS1**

In KS1, writing is taught alongside reading using the Read, Write, Inc. scheme. From Year 2 onwards, the children learn the skills needed to be able to write effectively using a learning journey approach. The children will be given a purpose and audience for writing and then over a 2 to 3-week period, the children interrogate a modelled text by developing an understanding of the content, language and features used and then are taught the sentence construction skills to be able to write a new form of the text. Throughout this process the children are given opportunities to rehearse and share their ideas, with others before committing their ideas to paper.

## **KS2**

When children are in Key Stage 2, they focus on refining their writing skills and begin to add more flare and personality to their writing using the learning journey. Throughout this they also continue the progression and skills development identified in the National Curriculum.