

Writing Strategy

Imagine... Believe... Achieve

Rationale

At Heathfield Primary School, all of our children are provided with plentiful opportunities to develop social and communication skills, imagination, creativity a thirst for knowledge and a love of reading and writing through daily English lessons. English lessons teach children the skills they need to make progress in Reading, Writing, Speaking & Listening and GPS (Grammar, Punctuation & Spelling), in addition to Phonics in Early Years and Key Stage 1. Using an engaging, cross-curricular approach our children are immersed in an environment of rich texts, adventurous vocabulary and real-life experiences to enhance learning progress.

<u>Intent</u>

Within our broader English curriculum planning, our intent for writing is clear:

- We provide a creative and purposeful writing curriculum which is driven by credible, rich, engaging
 texts from a range of genres; these act as excellent models for language, cultural broadening and skills
 development.
- Children become fluent and confident writers, writing for a range of contexts, audiences and
 purposes in a variety of narrative and non-narrative genres; these build on word-level, sentence-level
 and text-level skills across progressive sequences of lessons.
- We use a mastery approach to writing in order to ensure that children's knowledge, skills and understanding are secure and transferable across the curriculum, paving the way for success.

Implementation

We encourage children to see Writing as an imperative life skill that needs to be developed so it can be applied right across the curriculum. In addition to daily writing lessons, which develop word-level, sentence-level and text-level skills, our children also have the opportunity to develop and refine their skills across foundation subjects and cross-curricular projects.

Children write for a range of contexts, audiences and purposes in a variety of narrative and non-narrative genres and through an array of media. This generally begins with a stimulus to promote good oracy via generating discussion and developing ideas, opinions and viewpoints, alongside the analysis of a high quality model text to analyse key features. Through taking these features into account during the planning stage of writing, children practise specific skills to allow them to create their first draft which can be edited and improved before writing a final, published piece. This writing journey is one we celebrate, as each stage presents a further step to success.

Each week children are provided with spellings to learn. In Key Stage 1 these are based on children's Phonics knowledge, and is taught via Little Wandle Letters & Sounds Revised. In Key Stage 2 these spellings are taken from set word lists. We have a strong emphasis on *learning the rule* as opposed to 'learning the word' so that children are more able to apply spelling strategies to new and unfamiliar vocabulary.



Steps to Success in Early Years

Literacy is embedded across Early Years provision through the characteristics of effective teaching and learning: playing & learning, active learning and creating & thinking creatively. This allows our children to develop a love of Literacy, where they are confident, articulate and increasingly independent, with key aspects of the Literacy offer ensuring children develop accurate letter and number formation and that they listen and take part in 'five a day' language rich experiences (for example stories, nursery rhymes, poems, songs and rhymes).

The Lingfield Education Trust 'Early Years Expectations: Trust Ready' curriculum planning document is a key driver in the planning and delivery of Literacy and Writing opportunities in Early Years. Adults talk to children about the world around them and link high quality texts to real life experiences to develop vocabulary in context. Writing is then taught in terms of transcription (spelling through Phonics; letter formation) and composition (articulating ideas and structuring them in speech before writing them down).

Children at the expected level of development by the end of Early Years will:

<u>Comprehension</u>	Word Reading	<u>Writing</u>		
- Demonstrate an understanding	- Say a sound for each letter of	- Write recognisable letters which		
of what has been read by retelling	the alphabet and at least ten	are mostly correctly formed.		
stories using own (and newly	digraphs.			
acquired) vocabulary.		- Spell words by identifying		
	- Read words consistent with	sounds within them and		
- Anticipate events in stories.	phonics knowledge through	representing the sounds with a		
	sound blending.	letter(s).		
- Use and understand recently				
introduced vocabulary during	- Read aloud simple sentences	- Write simple sentences/phrases		
discussions about stories, non-	and books that are consistent	that can be read by others.		
fiction, rhymes, poems and during	with phonics knowledge			
role play.	(including some common			
	exception words).			



Steps to Success in Key Stage 1

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that basic skills are secure and contribute to effective composition. The general writing sequence for one piece of writing will take between one to two weeks, to ensure secure understanding and strong application of skills.

Step 1 - Read and Respond

Through shared reading together, children are immersed in language and explore the structure and sequence of a text.

Step 2 - Prepare

The task is introduced and discussed with children; ideas, vocabulary and language are discussed in terms of audience and purpose.

Step 3 - Plan

Key ideas are planned, where children make decisions in relation to language, vocabulary and sequence/structure.

Step 4 – Practise

Children have the opportunity to practise word-level, sentence-level and/or GPS skills to be applied within writing composition.

Step 5 - Draft

Children rehearse and compose sentences, experimenting with language and applying the skills previously practised.

Step 6a - Edit

Children read back their writing and check for sense.

Corrections are made and language/vocabulary

revised.

Daily Steps

<u>Daily Grammar Starter</u>
Five minutes to recap previously learnt concepts.

Dictation

Children are given a sentence verbally to record in writing books. The sentence will incorporate high frequency words, phonics-linked spellings and an ageappropriate range of punctuation.

Dictation sentences will be responsive to the needs of children.

Letter Formation / Handwriting

Y1 – Daily Little Wandle letter formation (non-cursive), in addition to daily Letterjoin (non-cursive)

Y2 – Letterjoin (starting cursive)

Spelling

Spelling is taught daily, through Little Wandle Phonics sessions and the whole school spelling programme (Spelling Bee).

Step 6b - Transform for Greater Depth

Children are provided with challenge and support to develop skills aligned with achieving Greater Depth in Writing.

Steps to Success in Key Stage 2

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that developing skills become secure and contribute to effective composition. The general writing sequence for one piece of writing will take between two to three weeks, to ensure secure understanding and strong application of skills.

Step 1 - Read and Respond

Exploration of a text allows the opportunity to identify and discuss language, grammar, structure and organisational features of a high quality model.

Step 2 - Prepare

The task is introduced and discussed with children, with clear identification of CAP (context, audience, purpose). Ideas, information and vocabulary are shared/discussed.

Step 3 - Plan

Key ideas are planned, where children make decisions around key ideas, language, vocabulary and sequence/structure continuously linked to CAP.

Step 4 - Practise

Children have the opportunity to practise word-level, sentence-level and/or GPS skills to be applied within writing composition. Children revisit and revise their plan.

Step 5 - Draft

Children use the skills from previous practise sessions to write their text, selecting appropriate grammar, vocabulary and structure/layout linked to CAP.

Step 6a – Edit

Children evaluate the effectiveness of their writing, making corrections and experimenting with how changes to grammar, vocabulary and structure can enhance the text.

Daily Steps

<u>Daily Grammar Starter</u>
Five/ten minutes to recap previously learnt concepts.

Dictation

Children are given a sentence verbally to record in writing books. The sentence will incorporate high frequency words, year group spellings and an age-appropriate range of punctuation. Dictation sentences will be responsive to the needs of children.

Handwriting

LKS2: Three explicit lessons per week (x2 Letterjoin and x1 tailored to need).

UKS2: Ongoing teaching through Writing lessons, plus intervention where required.

Spelling

Spelling is taught daily, through the whole school spelling programme (Spelling Bee).

Step 6b - Transform for Greater Depth

Children are provided with challenge and support to develop skills aligned with achieving Greater Depth in Writing.

Step 7 – Publish

Twice each half term, children will create a 'published piece' in their Best Book.

Progression in Genre

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>To entertain</u>	Retell a story	✓	√	√			
	Recount	√	√				
	Character profile		√	√			
	Descriptive writing	>	√	✓	√	√	√
	Narrative	>	√	✓	√	√	√
	Simple recount	_	√				
	Non-chronological report	✓	✓	✓	✓	✓	✓
	Instructions		√				
o E	Recount: letter			√			
To inform	Recount: diary			✓	√		√
F	Recount: newspaper report				√	✓	√
	Recount: historical/biography					\checkmark	✓
	Procedural writing					✓	
ωl	Poster advert			√	√		
nad	Advert script				√		
To persuade	Persuasive letter/leaflet				✓	√	√
Ī	Persuasive speech					√	√
To discuss	Balanced discussion					✓	✓
Poetry	Different forms	√	√	√	✓	√	√

NB. The text types taught in Year 1 have a predominant focus on transcription as opposed to composition, and therefore the authorial features of these genres will need to be taught more explicitly in Year 2. This particularly applies the Year 1 text types with a faded tick.

