

Writing Provision

INTENT

A writer from Morley Meadow Primary School will be able to:

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purpose and audiences.
 - Discuss the effects of a range of writing techniques.
 - Use a wide range of vocabulary.
 - Write with enjoyment and enthusiasm.
 - Accurately spell words or make plausible phonetical attempts.
 - Pay careful attention to punctuation and grammar.
 - Use editing opportunities to improve the written outcome.



Ask

IMPLEMENTATION

In Foundation and KS1 we use Read Write Inc to implement writing. This allows the children to apply their phonics to their writing. This is linked to stories they have read as part of the 'reading' section of the session.

In Key Stage 2 writing we use high quality texts with a 'Talk for Writing' approach to learning. We use these to generate 'buzz and excitement' in lessons, through learning the text, practising the text and then independently applying the themes and knowledge within the chosen text. We aim to develop grammar and punctuation knowledge and understanding so children can use and apply a greater range of skills across the wider curriculum; explore the writing structure and features of different genres and identify the purpose and audience. Children plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting. Writing is seen as a crafting process. We believe it is highly important to give children feedback on their writing that is rich and meaningful so that they are aware of their strengths and those areas that they need to be focussing on to further improve the quality of their writing.

We use the following resources to support the consistency in delivery across the school:

- No Nonsense Literacy (Babcock Teaching Sequences)
- Skills Builders (SPAG)
- Rising Stars spelling
- Spelling Shed
- Read Write Inc



Aspire

The National curriculum is taught through the above resources – tailored to suit our curriculum and learners.
 Class teachers deliver high quality lessons which is shaped and overseen by subject lead.
 Subject lead guides teachers to the texts taught so that grammar coverage is consistent.
 Lessons focus on discussion, debate, questioning, awe, wonder and creativity.
 Our implementation is shaped by our belief that all children are writers regardless of background, ability or additional needs and it allows learners to flourish.

Pupils will learn to:

YF	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. To use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words. 	<ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly. Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. Use present and past tense mostly correctly and consistently. Use coordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. Spell many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters 		<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary). In narratives, describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms). Use verb tenses consistently and correctly throughout their writing. Use the range of punctuation taught in Key Stage 2 mostly correctly. Spell correctly most words from the Year 3 and 4 and Year 5 and 6 spelling. Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Maintain legibility in joined handwriting when writing at speed. 			

IMPACT

Children will show achievement through independently applying the knowledge learned; this will be evidenced through:

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| <ul style="list-style-type: none"> Early Years Foundation Stage Profile GAPS assessments SATS Evidence Gathering Grids to assess published pieces of writing (EGG) Critical assessment of own and others work | <ul style="list-style-type: none"> Displays Lesson observations and discussions with pupils Pupil voice Annual pupil and staff questionnaire |
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