

Writing Provision

Ask

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.
 - Write with the reader at the forefront



Aspire

In Foundation, we develop the children's understanding of writing through the Read Write Inc phonics programme, through high quality shared texts and through small-group adult-led writing activities. The children are also encouraged to engage in writing activities independently through play. The focus is on accurate letter formation and application of phonics to write words.

In KS1 and KS2, we use high quality texts with a 'Talk for Writing' approach to learning. We use these to generate 'buzz and excitement' in lessons, through EXPLORING the text, examining the BUILDING blocks of the text and then applying the themes and knowledge within the chosen text to INVENT an independent piece of writing. These texts will sometimes but not always link to the children's learning in the broader curriculum.

In Year 1, this builds on the work of Foundation Stage, focusing largely on transcription in the Autumn Term, and working towards writing a sequence of sentences in the Spring and Summer Terms. Children are encouraged to check their work against their writing targets. Opportunities to practise and apply this knowledge are fostered across the curriculum.

In Year 2, the writing curriculum builds on Year 1, developing a more crafted approach to writing. Children will begin to plan and draft their writing at the INVENT stage and will be introduced to evaluating and improving their own work and that of others.

Throughout KS2, writers will engage in a four-stage writing process: PREPARE, EXPLORE, BUILD and INVENT.

PREPARE: revise, remember and learn new grammar knowledge to support the writing unit.

EXPLORE: immerse, enjoy and unpick the text, the writerly techniques and the vocabulary used by the writer to engage the reader.

BUILD: learn and practise grammar knowledge, structures and vocabulary within the context of the chosen text

INVENT: plan, draft, edit and redraft (publish) an independent piece of writing using the building blocks of the chosen text

We believe it is essential to give children rich and meaningful feedback on their writing so that they are aware of their strengths and those areas that they need to be focusing on to further improve the quality of their writing. To this end, editing is explicitly taught as a skill in itself.

Grammar and punctuation knowledge is developed both through the text and independently of the text. We aim to develop this knowledge and understanding so children can use and apply a greater range of skills across the wider curriculum as well as explore the writing structure and features of different genres and identify the purpose and audience.

In each unit of work, children are given clear targets to focus on, including an independent target bespoke to their personal needs.

Two independent pieces of writing are PUBLISHED each term and assessed against the National Curriculum Objectives.

SPELLING

Spelling is taught through RWI throughout the school. In Foundation and KS1, teaching of spelling is linked to daily phonics and common exception words. Read Write Inc Spelling begins towards the end of Year 2. In KS2, children are taught using Read Write Inc Spelling.

HANDWRITING

We use the Letter Join handwriting scheme. In Foundation, children learn to form the letters of the alphabet correctly. In Year 1, children begin to learn pre-cursive handwriting. When children have mastered pre-cursive handwriting in Year 2, they move on to cursive handwriting, beginning to join some letters. We expect children in Year 3 to begin to use a handwriting pen. Expectations of handwriting and presentation are high. Handwriting is taught discretely throughout the school, and modelled in displays, feedback and learning walls.

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

- BookWrites
- Spelling Shed
- Read Write Inc
- Read Write Inc Spelling



The National curriculum is taught through and supported by the above resources, which are tailored to suit our curriculum and learners.

Class teachers deliver high quality lessons which are shaped and overseen by subject lead and SLT

Subject lead guides teachers to the texts taught so that grammar coverage is consistent and complete, and texts are suitably varied. Texts are not fixed, but can be changed to suit the needs and interests of a particular cohort whilst ensuring that coverage is sustained.

Lessons focus on discussion, debate, questioning, awe, wonder, vocabulary and creativity as well as accuracy in transcription and presentation.

Our implementation is shaped by our belief that all children are writers regardless of background, ability or additional needs, allowing ALL learners to flourish and see themselves as authors.

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.

Children will show achievement through independently applying the knowledge learned. This will be evidenced through:

- 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
- Writing Books
- Displays
- Lesson observations and discussions with pupils
- Pupil voice
- Annual pupil and staff questionnaire
- History, Geography, RE and Science books

