

## Intent:

### **Writing Intent (the What) and Implementation (the How):**

Leaders in our school prioritise the teaching of writing. It is our intent at Silverstone CE Primary School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

At Silverstone CE Primary School, writing is a crucial part of our curriculum. All children from Reception to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

With regards to writing, we intend for pupils to be able to plan, revise and evaluate their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

With regards to spelling, children will be taught sounds and patterns and will be given opportunities to apply these. Teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Leaders monitor the provision of writing through learning walks in English sessions, book looks of writing work, plan scans of writing provision and analysis of writing data. The impact of this provision is monitored through the analysis of Gaps and teacher assessment end of year cohort data as well as end of KS1 and KS2 writing results. Individual pupil progress is monitored and analysed throughout the year (through on-going assessments). If children are not reaching these expectations we intervene quickly by giving extra support. We give catch up support provided by staff. The content of these sessions is determined by on-going gap analysis and our in depth knowledge of each child. These sessions are in addition to our daily English sessions.

## Implementation:

### **Writing Teaching Sequence / Model:**

#### **EYFS - Reception**

Writing is introduced to children as soon as they start school following the Kinetic Letters handwriting programme. Children quickly learn how to correctly form letters, making handwriting automatic so that the children can focus on the content of their writing.

To ensure that every child in our school will learn to write we follow a specific writing unit structure in Reception:

- Introduce simple sentence starters linked to phonic development.
- Class/group input orally constructing sentences using sentence starter.
- Group writing of simple sentence using sentence starter
- Independent writing opportunities using sentence starters planned into Continuous Provision.

Throughout the year, children develop a portfolio of independent writing, with at least once piece of writing completed each month to help identify next steps for learning and clearly demonstrate progress made.

#### **Writing Interventions:**

Writing interventions are ascertained by high quality AFL and robust analysis of writing data. All interventions are rigorous and systematic with the intention that these children catch up rapidly with their peers based on good knowledge of the children's understanding and a clear personalised approach to 'closing the gap.'

#### **Key Stage 1 – Year 1**

To ensure that every child in our school will learn to write we follow a specific writing unit structure in Year one:

- Lesson 1 – Introduce the stimulus and brainstorm ideas (where possible this stimulus will be something relatable)
- Lesson 2 – Introduce the sentence starter (orally constructing sentences)
- Lesson 3 – Practice writing sentences using the sentence starter based on the stimulus from lesson one
- Lesson 4 – Practice writing sentences using this week's sentence starter and those covered in previous weeks

- Lesson 5 – Independent writing opportunity on a new stimulus – more abstract (children to independently choose sentence starters covered as they are displayed around the classroom)

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### **Key Stage 1 – Year 2**

To ensure that every child in our school will learn to write we follow a specific writing unit structure in Year two:

- Lesson 1 – Introduce the genre –deep dive model text identifying text and writing features for unit
- Lesson 2 – First grammar/punctuation focus
- Lesson 3 – First grammar focus application
- Lesson 4 – Second grammar/punctuation focus
- Lesson 5 – Second grammar/punctuation focus application
- Lesson 6 – Plan/Generate ideas – children generate ideas and plan their writing
- Lesson 7 – Writing – Draft 1 – children write independently
- Lesson 8 – Edit – (Autumn – modelled and adult guided editing) (Sp/Sum – independent editing)
- Lesson 9 – Hot Write – neat copy – handwriting focus

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### **Lower Key Stage 2 – Year 3 and 4**

To ensure that every child in our school will learn to write we follow a specific writing unit structure in Year three and four:

- Lesson 1 – Introduce the genre – immersion in examples
- Lesson 2 - Introduce the model text with a specific grammar/punctuation focus
- Lesson 3– Use the same model text to focus on a second grammar/punctuation element
- Lesson 4 – Create a reverse plan identifying key features of the genre
- Lesson 5 – Planning – giving a context to your own piece
- Lesson 6 – Writing - independent
- Lesson 7 – Writing – independent
- Lesson 8 – Writing - independent
- Lesson 9– Editing – spelling and grammar/punctuation focus one
- Lesson 10 – Editing – punctuation and grammar focus two
- Lesson 11 - Neat copy with a handwriting focus
- \*This works over a three-week cycle with two spelling lessons and two handwriting lessons\*

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### **Upper Key Stage 2 – Year 5 and Year 6**

To ensure that every child in our school will learn to write we follow a specific writing unit structure in Year five and six:

- Lesson 1 – Introduce grammar/punctuation focus one
- Lesson 2 – Introduce grammar/punctuation focus two
- Lesson 3 – Introduce the model text and identify the features, grammar focus’. Create a reverse plan identifying key features of the genre
- Lesson 4 – Planning – giving a context to your own piece
- Lesson 5 – Writing - independent
- Lesson 6 – Writing - independent
- Lesson 7 – Editing – spelling and grammar/punctuation focus one and two and vocabulary
- Lesson 8 – Neat copy with a handwriting focus
- \*This works over a two-week cycle with two spelling lessons\*

When learning to write stories, we use an adapted sequence of teaching to allow the children more time to immerse themselves in the style as well as create a longer, more detailed piece of writing. Our story writing unit for Year five and six is:

- Lesson one – reading the stimulus (vocabulary focus)
- Lesson two – reading the stimulus (grammar/punctuation focus 3)
- Lesson three – reading the stimulus (grammar/punctuation focus 2)
- Lesson four – Introduce the model text version of the stimulus – feature hunt
- Lesson five – Reverse planning of the model text
- Lesson six – Context planning
- Lesson seven – Planning alongside the reverse planning
- Lesson eight – Writing one
- Lesson nine – Writing two
- Lesson ten – Writing three/redrafting
- Lesson eleven – Editing linked to specific focus'
- Lesson twelve – Neat copy focusing on handwriting
- \*This works over a three-week cycle with three spelling lessons\*

### **Writing Interventions:**

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### **Impact:**

By the end of Year 2 we expect our children to be skilled at writing to ensure pupils can:

- 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 co-ordination (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.

By the end of Year 6 we expect our children to:

- 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; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed.