



## Appleton Wiske Community Primary School Writing – A Whole School Approach



### Writing Overview

In writing there are three key areas – spelling, handwriting and composition. The school’s writing overview ensures appropriate and effective coverage of different text types and genres across the year groups:

Year 1 / 2	Year 3 / 4	Year 5 / 6
<u>Writing to entertain:</u> Description Story Poetry  <u>Writing to inform:</u> Recount Letter Instructions	<u>Writing to entertain:</u> Description Narrative Poetry  <u>Writing to inform:</u> Explanation Recount Biography Instructions Newspaper  <u>Writing to persuade:</u> Advert Letter Poster	<u>Writing to entertain:</u> Description Narrative Poetry  <u>Writing to inform:</u> Reports Biography Letter Instructions Newspaper  <u>Writing to persuade:</u> Advertising Speech Campaign  <u>Writing to discuss:</u> Argument Reviews

From Year 1 through to Year 6, pupils develop the stamina and skills to write at length. They are taught to use accurate spelling, punctuation and grammar through discrete lessons and within other lessons as appropriate, and they are given opportunities to write in a range of styles for different purposes. In EYFS and Year 1, spellings are closely linked to Phonics Shed. In Year 2 and KS2, spellings are planned and practised using Spelling Shed. Success criteria grids are used in writing tasks for pupils to self-assess, and written work is marked using the school’s marking code (see feedback policy). Pupils are provided with next steps, and they are given time to edit and improve their work. Cursive handwriting (see handwriting policy) is taught from Year 1 and pupils are expected to apply this in their written work.

### EYFS

In EYFS, writing is linked to all areas of the curriculum but is closely associated with two areas of learning: Physical Development and Literacy. Physical Development involves fine motor control and precision to develop hand-eye coordination, which is later linked to early literacy. We use a wide and varied range of tools to allow children to develop proficiency, control and confidence. Writing in EYFS begins with the development of language comprehension through talk, songs, rhymes and poems. Writing involves the transcription and composition of the words children have learned to read. When teaching writing in EYFS, the five main areas of focus are:

- Holding a pencil effectively
- Accuracy and care when drawing
- Writing recognisable letters (most of which are correctly formed)
- Spelling words by identifying and representing sounds
- Writing simple phrases and sentences that can be read by others

## Key Stage 1

In Key Stage 1, there is a big focus on sentence construction and punctuation. Children learn about the four types of sentences:

- Statement
- Question
- Exclamation
- Command

Our writing is based on a range of short texts, Literacy Shed video clips and links with other areas of the National Curriculum. We write with a focus on the audience and purpose of our writing. Adults model and break down the process of writing into small, manageable steps. Discrete Grammar, Punctuation and Spelling lessons are delivered to fit with each text type. Children learn to make simple evaluations by re-reading and checking that their writing makes sense – this is usually done with an adult or a peer.

## Key Stage 2

In Key Stage 2, our writing is based on a range of sources including class novels, Literacy Shed video clips, current affairs and other areas of the National Curriculum. We write with a focus on the audience and purpose of our writing and follow a five-step process. Pupils are given regular opportunities to use their English books.

Step one:	Children will be given a high-quality exemplar text (otherwise known as a WAGOLL) and will be encouraged to identify key features of the text type.
Step two:	This session has a GPS (Grammar, Punctuation and Spelling) focus, where a GPS skill specific to the text type will be taught. GPS lessons are typically planned and taught using the CGP books for the appropriate year group.
Step three:	Together as a class, we complete the plan section of the working wall. This has a focus on the purpose and audience of the piece of writing including the impact we want to have on the reader and how we will achieve this. We share ideas and conduct research where relevant. Children are then given a planning sheet to plan their own writing.
Step four:	Children are given a checklist with what to include in their writing. The checklists are split into three sections. <ul style="list-style-type: none"><li>- I must include: These are features that all children must include in their writing in order to meet their lesson objective.</li><li>- I should include: These are features that most children should aim to include.</li><li>- I could include: These are features that children can try to include to improve their writing and achieve greater depth level.</li></ul>
Step five:	Children are given chance to proof read their writing independently and with a partner. They will edit and improve their writing using their checklist and by responding to teacher feedback.

## Whole School

Writing is celebrated throughout the year in many ways. For example:

- A writing focus on the Celebration Station fortnightly
- Young Writer's termly competitions
- Writing to significant people in the real world
- Writing is displayed throughout the school
- KS2 editing sessions
- Writing across the curriculum

There are additional National Curriculum support resources for vocabulary, grammar and punctuation and differentiated spelling lists for years 1 to 6.