

CLYST HYDON PRIMARY SCHOOL

OUR WRITING INTENT

Our Writing intent is for all our children to become enthusiastic, **confident and courageous** writers. We encourage in all our children a real love of writing by ensuring that it is always as meaningful and motivating as possible, making **connections** to their interests and their other learning wherever possible. We ensure we teach a full range of genres every year including fiction, non-fiction and poetry and build on their previous experience of each genre as we return to it. We ensure that our children have the tools to be able to write **confidently** by having a clear progression of skills, but also that they really WANT to write and understand the purpose of writing in different forms. We believe strongly in developing writers who have a wide ranging and aspirational vocabulary appropriate to the genre in which they are **communicating** so that they are able to be as **creative** as possible with their writing. We teach cursive handwriting and have regular sessions to practise and develop handwriting each week. Spelling sessions are a key component in developing our children's confidence in writing.

OUR WRITING IMPLEMENTATION

Spelling: Phonics knowledge is the key focus of the early years and Year 1, using the Little Wandle approach and as we move into Year 2 onwards we use Spelling Shed which builds on phonics knowledge to start looking at patterns and rules in spelling as well as things like homophones, prefixes and suffixes as children get older. Some children in Year 2 and possibly into KS2 if needed, will also do some Little Wandle catch up sessions.

Handwriting: In Reception and Year 1 we follow the Little Wandle approach to handwriting and then in Year 2 we start to teach a cursive handwriting style. Children in Reception and KS1 have daily handwriting practise, and then in KS2 they have weekly sessions to practise handwriting which is generally linked to their spelling work. Children will start to use handwriting pen in KS2 once they have a neat, consistent, joined up style. They will be given a pen licence once they have proved they can do this consistently.

Grammar, Punctuation: We teach grammar and punctuation through our teaching sequences. Each sequence highlights the area of grammar and punctuation that is being taught and these are assessed at the end of each teaching sequence. Catch-up sessions are used in lesson starters to reinforce areas of grammar and punctuation that haven't been fully understood and daily retrieval activities are also used to reinforce grammar, punctuation and spelling. In KS2 we regularly do a discreet grammar and punctuation lesson leading towards the SPAG SATs paper.

Writing: We teach using teaching sequences which follow the Talk to Writing and Babcock Teaching Sequence approach. Each sequence starts with a cold task to ascertain current level of confidence and skill and then a core text (either visual or book based) is shared. Vocabulary and skills for that sequence are shared with the children along with a meaningful and exciting outcome. This will often be linked to the children's wider learning. Skills and knowledge are then taught for between 1 and 3 weeks and then the children complete a hot task which is assessed and children receive thorough feedback about what they have done well and any areas to develop next.

Cross-curricular writing: Each sequence in geography, history and science has a clear longer writing outcome linked to a previous form of writing that children have learnt. This enables children to apply their skills in a different context.

OUR WRITING IMPACT

We assess children's writing at the end of each teaching sequence using an end of year assessment grid. This assessment helps to inform next steps for each child as well as next steps for planning. This assessment also informs our end of year data.