

Writing Intent Statement

At Oak Lodge Primary School, we understand that writing is an essential skill and we want our children to become confident writers. We aim to help our children develop compositional and transcriptional skills in the following ways:

- introducing and deconstructing a wide variety of model texts, covering a variety of genres
- by exposing and teaching high level vocabulary
- giving children opportunities to write for authentic purposes and across a range of subjects
- ensuring children have opportunities to talk about and plan their writing
- encouraging children to take risks and to be innovative, but also to write with focus and serious intent.
- providing a solid understanding of grammar and ability to use it accurately
- giving children opportunity to evaluate, revise and edit their own work as well as offer feedback on the work of their peers
- to be able to spell, by using their phonic knowledge, spelling patterns, morphology and etymology of words
- take pride in their work and its presentation, including their handwriting

Writing Implementation Statement

At Oak Lodge, writing is taught in specific meaningful and effective contexts. We use high quality texts recommended by the CLPE (Centre for Literacy in Primary Education). Children have effective, daily English lessons and frequent opportunities to write across the curriculum. Speaking and listening skills support children in articulating their ideas. Children have opportunities to reflect on and improve writing through editing with continuous self, peer and teacher assessment providing clear next steps for learning. Spelling skills are developed using the Spelling Shed Programme, which uses a phonics based approach, as well as teaching spelling patterns, morphology and etymology. Children are taught to use a neat and consistent style of handwriting, and presentation. Spelling, Punctuation and Grammar is taught in accordance with the statutory requirements of the English National Curriculum.

Our writing has been carefully mapped out across all year groups to ensure a range of genres and styles. The coverage of genres considers the main purposes for writing: to entertain, to inform and in KS2 writing to persuade. Coverage has been designed to ensure that children cover a number of different genres and also gives them the opportunity to revisit those genres and build up their understanding of features. Children are taught genres of writing narratives, setting and character descriptions, diaries, letters, play scripts, dialogues, information and explanation reports, newspaper reports, and biographies. We have also developed some of our writing schemes to encompass writing genres, which are relevant to today's world, for example, an online blog, a fake news report, or an introduction to an online petition. Our carefully chosen texts, which are read out loud as whole texts, act as a driver and stimulus to the children's writing, providing the children with more connections and passion to fuel the content of their writing. Children are *moved* to write about what they are most knowledgeable and passionate about.

Early writing in foundation stage is taught through understanding the five key concepts about print:
- print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. This then leads to early mark making. When the children the ELS (Essential Letters and Sounds) SSP programme, they are taught the letter formations.

The children learn to write and form the letters/letter groups which represent the 44 sounds. This begins with writing (whether with a writing tool or in the air), Consonant Vowel Consonant words (CVC), moving onto short sentences using the sounds they have been taught. This process continues into Year 1, where children are encouraged to use the sounds they have been taught and have separate writing lessons in addition to phonics.

Our Writing Journey

- Model. We use high quality models of writing with planned high quality vocabulary for children to become familiar with the features and vocabulary of the piece.
- Plan – Children plan a piece of extended writing for a specific purpose and audience. They will identify features, grammatical concepts and vocabulary to use. This stage often takes place over a number of lessons to allow children take part in spoken language and drama activities relating to the purpose of the writing, to explore a stimulus and to create vocabulary banks. Various techniques are used to develop vocabulary, such as using carefully planned vocabulary mats, playing vocabulary games and performing a Readers’ Theatre.
- First Draft – Children then write a first draft. Children receive daily in-the-moment verbal feedback and responsive assessment-based individualised instruction through teacher-pupil conferencing. Teaching is responsive – depending on what individual children need instruction in most.
- Evaluate – Children are given the chance to evaluate their work at regular intervals during the whole process, not just after the first draft. They will evaluate their writing on whether it meets their goals, achieves the purpose and is suitable for the proposed audience.
- Edit – From the evaluation, children should up-level and improve their writing, so it meets their goals. Children are also given opportunity to improve the spelling, grammar and punctuation of their writing in the editing stage.
- Publish –Several extended writes throughout the year or selected for various forms of publishing, either for a display, or for a class book or a class museum.

Vocabulary

As a school, we have focused on tier 2 and 3 vocabulary in all subjects as we believe that a key area for our pupils is to develop a wide vocabulary. In English and Maths, all key vocabulary and terminology is displayed on working walls, reflecting the current learning of the children. These specific words are taught to the children as part of the lesson and referred to throughout the sequence. For our extended writes, high quality word banks have been created, and challenging vocabulary from reading lessons is identified. In all foundation subjects, key vocabulary is selected prior to teaching. Throughout the teaching sequence, these are referred to and definitions are taught and discussed. There is also the expectation that children will use this vocabulary independently in their own discussions and work.

Spelling

In EYFS and in Year 1, children focus on spelling through the ELS programme. From Year 2 (after completing phonics) to Year 6, in addition to the Writing Journey, children follow the Spelling Shed programme. This involves 3 x 20 minute sessions a week, using a phonics based approach and covering spelling patterns, the morphology and etymology of words. Children are also able to practise the words as a homework assignment.

Handwriting

In EYFS and Year 1, children are taught letter formation and beginning writing as part of the phonics and writing programme ELS. They are taught to sit correctly with the correct posture and hold the pencil with the correct pencil grip. Cursive handwriting is taught from Year 2 (after phonics has been completed). In KS2, children start to write in pen and take care over their presentation, writing in a legible cursive style. Where children are struggling with handwriting, they are offered extra support both in school and given handwriting support packs to practice at home.

Writing impact statement

Children will be equipped with a strong command of the written word they will amass a varied vocabulary which they can use across the curriculum and spelling accurately and use correct grammar in their work. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. By the end of Year 6, children are well-prepared for the secondary curriculum.

Children write to transform their own (and others') thinking about what they learn in the wider curriculum subjects. They write about themselves and their cultures. They also write to reflect and sustain the cultures of people they might not have met. They write to entertain, to paint with words, to persuade and share their opinions, to teach others, to make a record of things they don't want to forget, and to reflect on their own thoughts and personal experiences.