



*Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.*

## WRITING

### A fundamental life skill and communication tool...

#### **Intention**

At The Oaks CE Learning Federation, writing is valued as an essential life skill and an important means of communicating with others. As teachers, we consistently model the positive attitudes and enjoyment writing can offer and strive to provide opportunities that develop a love of writing. We have high expectations and value each of our learners as individuals. We aim to develop pupils' abilities within an integrated programme of speaking & listening, reading & writing. Through our text driven curriculum, we hope to create writers that can explain, entertain, inform or persuade. We appreciate that the knowledge and skills needed for writing, must be understood confidently and competently, to then allow our children to apply their writing in everyday contexts and through other areas of the curriculum.

#### **Implementation**

We aim to develop the children's ability to produce well structured, detailed writing, in which the meaning is made clear and which engages the interest of the reader. There is a consistent and progressive approach to teaching writing across the school. Teachers in Key Stage 1 plan a 'learning journey' using a three-step approach that begins with exploration, vocabulary generation and spoken language and progresses into sentence level and grammar techniques and on to opportunities for final, independent pieces of writing (see model below...)



## Building Writers Behaviours and Skills

### Step 1

#### Stimulate and generate

- rich text stimulus/ hook
- spoken language/ drama/ role play
- discussion/ questions/opinions
- shared reading- 'reading as a reader'

### Step 2

#### Capture, sift and sort

- shared reading- 'reading as a writer'
- genre and form
- sentence structure
- grammar and punctuation
- spelling

### Step 3

#### Create, refine, evaluate

- writing for a purpose
- planning
- editing
- final independent written outcome
- evaluate

In order to expose children to a range of genres, we have carefully selected our topics to create opportunities for children to have purposeful and meaningful writing journeys. We aim to use quality texts drive our writing, which will also expose children to high level vocabulary and a range of punctuation. These texts are selected to promote a love of reading, engagement and to improve the quality of their writing.

During Literacy lessons, teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Grammar is embedded within each learning journey and identified clearly on planning.

#### Spelling

In Reception and Key Stage 1, daily phonics is the key to the children's learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception 'tricky' words).

In Year Two, spelling is taught through discrete spelling sessions. Children learn the different spelling rules and conventions through investigative and interactive sessions using games and activities to ensure that it is engaging and exciting.

## Handwriting

Handwriting is taught through explicit handwriting sessions where the teacher models correct formation. Teachers follow the handwriting policy where expectations are set out per year group.

## **Impact**

It is our aim that all pupils at The Oaks CE Learning Federation will:

- learn to write clearly, accurately and fluently
- have an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology.
- acquire an understanding of a range of text types and genres.
- be able to write in a variety of styles and forms appropriate to the situation.
- use their writing skills across all subjects
- use their developing creativity and imagination.
- be proud of the writing they produce
- have an ability to evaluate and edit their writing
- become more independent when writing for a range of purposes and audiences
- leave with the literacy skills needed to be successful in the next stage of their journey.