



# Writing Strategy

*Imagine... Believe... Achieve*

## Rationale

At Heathfield Primary School, all of our children are provided with plentiful opportunities to develop social and communication skills, imagination, creativity a thirst for knowledge and a love of reading and writing through daily English lessons. English lessons teach children the skills they need to make progress in Reading, Writing, Speaking & Listening and GPS (Grammar, Punctuation & Spelling), in addition to Phonics in Early Years and Key Stage 1. Using an engaging, cross-curricular approach our children are immersed in an environment of rich texts, adventurous vocabulary and real-life experiences to enhance learning progress.

## Intent

Within our broader English curriculum planning, our intent for writing is clear:

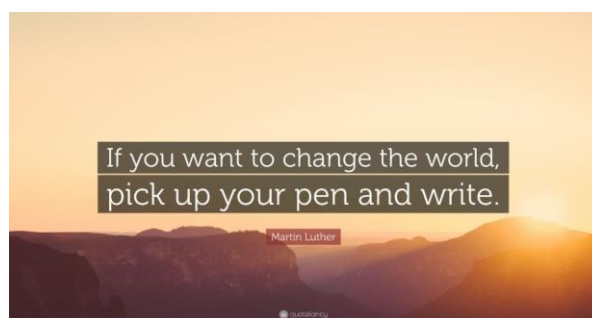
- We provide a creative and purposeful writing curriculum which is driven by credible, rich, engaging texts from a range of genres; these act as excellent models for language, cultural broadening and skills development.
- Children become fluent and confident writers, writing for a range of contexts, audiences and purposes in a variety of narrative and non-narrative genres; these build on word-level, sentence-level and text-level skills across progressive sequences of lessons.
- We use a mastery approach to writing in order to ensure that children's knowledge, skills and understanding are secure and transferable across the curriculum, paving the way for success.

## Implementation

We encourage children to see Writing as an imperative life skill that needs to be developed so it can be applied right across the curriculum. In addition to daily writing lessons, which develop word-level, sentence-level and text-level skills, our children also have the opportunity to develop and refine their skills across foundation subjects and cross-curricular projects.

Children write for a range of contexts, audiences and purposes in a variety of narrative and non-narrative genres and through an array of media. This generally begins with a stimulus to promote good oracy via generating discussion and developing ideas, opinions and viewpoints, alongside the analysis of a high quality model text to analyse key features. Through taking these features into account during the planning stage of writing, children practise specific skills to allow them to create their first draft which can be edited and improved before writing a final, published piece. This writing journey is one we celebrate, as each stage presents a further step to success.

Each week children are provided with spellings to learn. In Key Stage 1 these are based on children's Phonics knowledge, and is taught via Little Wandle Letters & Sounds Revised. In Key Stage 2 these spellings are taken from set word lists. We have a strong emphasis on *learning the rule* as opposed to 'learning the word' so that children are more able to apply spelling strategies to new and unfamiliar vocabulary.



## Steps to Success in Early Years

Literacy is embedded across Early Years provision through the characteristics of effective teaching and learning: *playing & learning, active learning and creating & thinking creatively*. This allows our children to develop a love of Literacy, where they are confident, articulate and increasingly independent, with key aspects of the Literacy offer ensuring children develop accurate letter and number formation and that they listen and take part in 'five a day' language rich experiences (for example stories, nursery rhymes, poems, songs and rhymes).

The Lingfield Education Trust 'Early Years Expectations: Trust Ready' curriculum planning document is a key driver in the planning and delivery of Literacy and Writing opportunities in Early Years. Adults talk to children about the world around them and link high quality texts to real life experiences to develop vocabulary in context. Writing is then taught in terms of transcription (spelling through Phonics; letter formation) and composition (articulating ideas and structuring them in speech before writing them down).

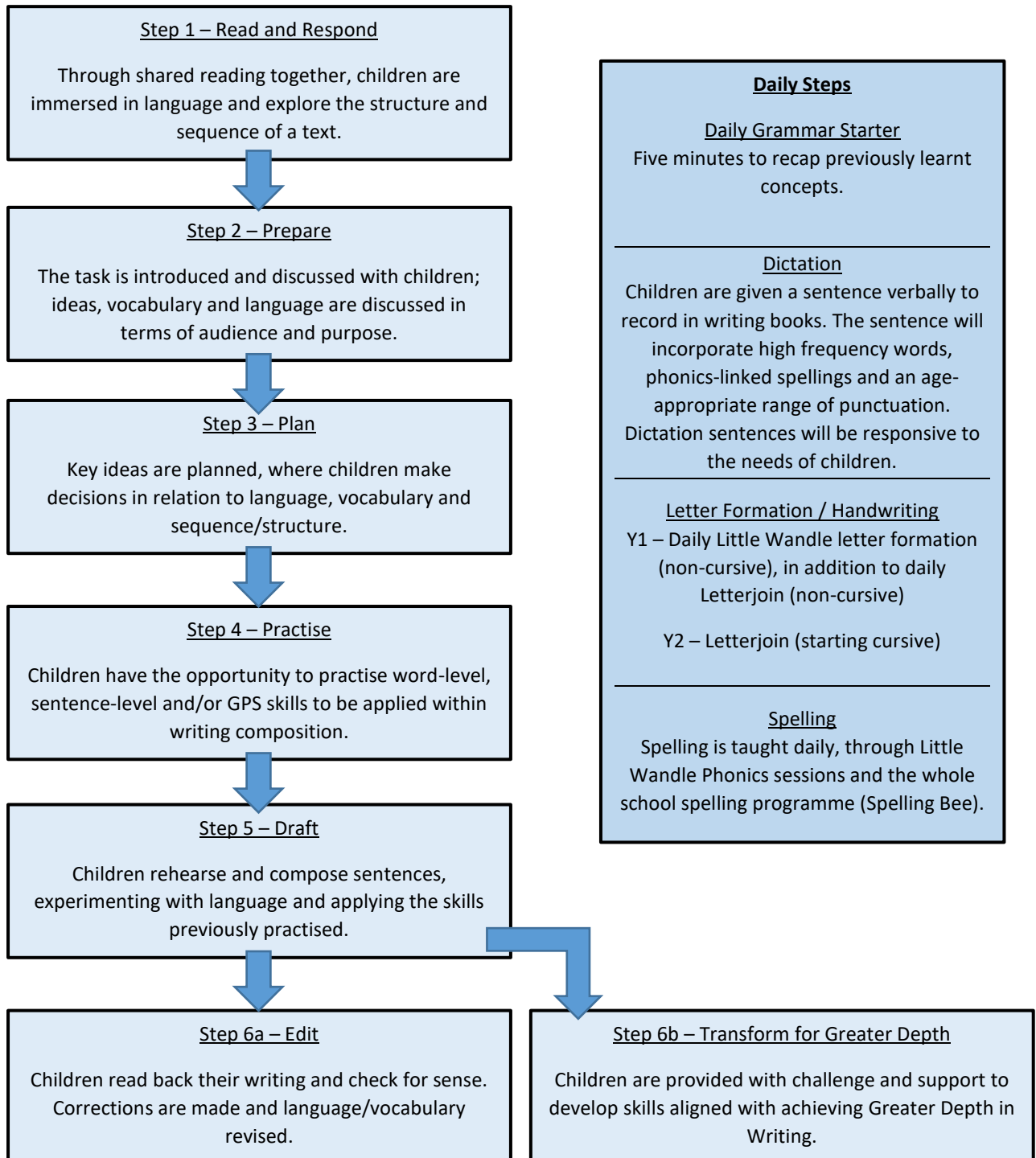
Children at the expected level of development by the end of Early Years will:

<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>
<ul style="list-style-type: none"><li>- Demonstrate an understanding of what has been read by retelling stories using own (and newly acquired) vocabulary.</li><li>- Anticipate events in stories.</li><li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</li></ul>	<ul style="list-style-type: none"><li>- Say a sound for each letter of the alphabet and at least ten digraphs.</li><li>- Read words consistent with phonics knowledge through sound blending.</li><li>- Read aloud simple sentences and books that are consistent with phonics knowledge (including some common exception words).</li></ul>	<ul style="list-style-type: none"><li>- Write recognisable letters which are mostly correctly formed.</li><li>- Spell words by identifying sounds within them and representing the sounds with a letter(s).</li><li>- Write simple sentences/phrases that can be read by others.</li></ul>



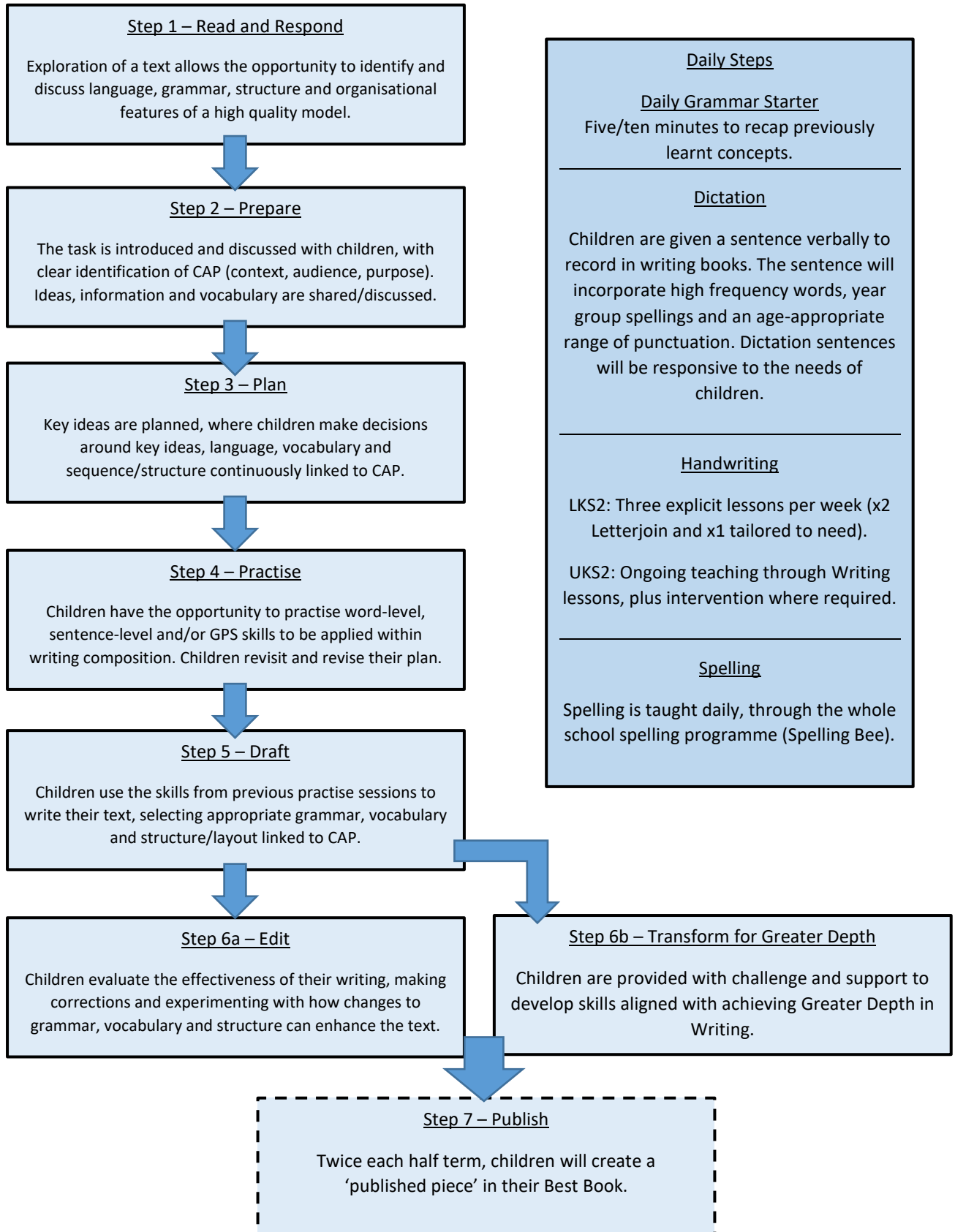
## Steps to Success in Key Stage 1

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that basic skills are secure and contribute to effective composition. The general writing sequence for one piece of writing will take between one to two weeks, to ensure secure understanding and strong application of skills.



## Steps to Success in Key Stage 2

The writing process will generally follow the sequence as outlined below. Teachers will use their knowledge of the needs of their class to determine how much lesson time is dedicated to each step to ensure that developing skills become secure and contribute to effective composition. The general writing sequence for one piece of writing will take between two to three weeks, to ensure secure understanding and strong application of skills.



## Progression in Genre

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>To entertain</b>	Retell a story	✓	✓	✓			
	Recount	✓	✓				
	Character profile		✓	✓			
	Descriptive writing	✓	✓	✓	✓	✓	✓
	Narrative	✓	✓	✓	✓	✓	✓
<b>To inform</b>	Simple recount	✓	✓				
	Non-chronological report	✓	✓	✓	✓	✓	✓
	Instructions		✓				
	Recount: letter			✓			
	Recount: diary			✓	✓		✓
	Recount: newspaper report				✓	✓	✓
	Recount: historical/biography					✓	✓
Procedural writing					✓		
<b>To persuade</b>	Poster advert			✓	✓		
	Advert script				✓		
	Persuasive letter/leaflet				✓	✓	✓
	Persuasive speech					✓	✓
<b>To discuss</b>	Balanced discussion					✓	✓
<b>Poetry</b>	Different forms	✓	✓	✓	✓	✓	✓

NB. The text types taught in Year 1 have a predominant focus on transcription as opposed to composition, and therefore the authorial features of these genres will need to be taught more explicitly in Year 2. This particularly applies the Year 1 text types with a faded tick.

