



CHILTON FOLIAT CE VA PRIMARY SCHOOL

Writing Strategy

There is something delicious about writing the first words of a story. You never quite know where they'll take you.

— **Beatrix Potter**

I can shake off everything as I write; my sorrows disappear, my courage is reborn. — **Anne Frank**

You can make anything by writing. — **C.S. Lewis**



CHILTON FOLIAT CE VA PRIMARY SCHOOL

VISION

At Chilton Foliat CofE VA Primary School, we encourage children to become expert writers by becoming immersed in different text types and through the exploration of the thinking and creative processes involved in being a writer. Our teaching always ensures that writing is fun, engaging, purposeful and motivating for children whilst ensuring our values **of love, thankfulness and courage** are reflected within our teaching as we encourage the pupils to **'thirst for more knowledge.'**

Alongside this document, please also see our Reading and Writing Progression Skills Maps.

INTENT

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Reception	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p><i>Over the year, we use elements of story, description, poetry, and instruction writing to engage and motivate our children to further develop their writing skills. Texts from our reading river, from our curriculum themes and those from children's interests are used to inspire writing.</i></p> <p><i>See further information in table below.</i></p>			
Year 1 and 2 (KS1)	<p>Story</p> <p>Description</p> <p>Poetry</p>	<p>Recount</p> <p>Letter</p> <p>Instruction</p>		
Year 3 and 4 (LKS2)	<p>Narrative</p> <p>Description</p>	<p>Explanation</p> <p>Recount</p>	<p>Advert</p> <p>Letter</p>	



CHILTON FOLIAT CE VA PRIMARY SCHOOL

	Poetry	Biography Newspaper	Poster	
Year 5 and 6 (UKS2)	Narrative Descriptive Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

EYFS Provision

Setting up provision (continuous provision throughout the year)

- Know that print can have meaning
- Know that print can have different purposes
- Know that we read English text from left to right and from top to bottom
- Know that pages of a book are sequenced
- Know the names of the different parts of the book
- Engage in extended conversations about stories, learning new vocabulary
- Re – read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Term 1 provision

- Spot and suggest rhymes
- Count or clap syllables in a word
- Know that print has meaning
- Know that print has meaning
- Know that print can have different purposes
- Begin to break down the flow of speech in words
- Hears and say the initial sounds in words
- Links sounds to letters, naming and sounding the letters of the alphabet (Phase 2)
- Write own name using a capital letter
- Write some words accurately

Term 2 provision

- Continues a rhyming string
- Blend sounds into words, so that they can read short words made up of known letter – sound correspondences
- Write labels, captions and other forms of writing
- Read some letter groups that each represent one sound and say sounds for them (Phase 3)



CHILTON FOLIAT CE VA PRIMARY SCHOOL

Term 3 provision

- Attempts to write short sentences in meaningful contexts (not necessarily punctuated correctly)
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words

Term 4 provision

- Form lower – case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s

Term 5/6 provision

- Write short sentences with words with known sound – letter correspondences using a capital letter and full stop
- Re – read what they have written to check that it makes sense

ELG (Term 6)

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

Whole School

IMPLEMENTATION

A new unit of work will always start with an exciting and engaging stimulus. This will often be through reading, sharing, and enjoying a text together as a class. It could also come from personal experience, for example a trip on a Barge on the River Kennet or the Merchant's House in Marlborough. Other stimuli could include: a short film, photograph, picture book or research on a significant figure. We then immerse ourselves in this stimulus through oral rehearsal and often generate a 'Talk Map' or 'Talk Chart,' using the principles of Pie Corbett's, 'Talk4Writing,' to internalise an extract of a text or experience.

We continue to take children on a journey as we, alongside them, explore what it is to be a writer. At the start of our learning journey, children study the text type and the purpose for this text, for example to entertain, persuade or inform the reader. We become detectives by looking at an example of the text type and ask ourselves "What makes this good?" and "How has the author written this to fit the purpose?" We take these grammatical and structural features and plan how we could use them in our own versions. It has been found that children struggle to write well because they are juggling so many different elements of transcription and composition. By talking the text, they begin to internalise the common language patterns of narrative and non-fiction, freeing up more cognitive space for composition. We help the children to learn to talk, discuss and think like writers.



CHILTON FOLIAT CE VA PRIMARY SCHOOL

Children continue to develop their full potential when they are given the opportunity to share and discuss ideas. We encourage discussion and 'magpie' during the planning stages of writing and ask children to reflect on the learning journey so far to make their writing most effective. During the planning and writing process we always encourage children to use our learning powers of being reflective and resourceful by using everything available to them within the classroom, such as thesauruses, writing prompt maps, word banks and the English 'working wall'.

Teacher modelling is such a vital step in externalising the composition process: generating ideas, 'magpie' from the shared text(s), selecting 'best' ideas, organising, and putting them on the page. During shared writing, our teachers will scribe whilst the class contributes to the collection of ideas, words, phrases or how ideas are recorded onto paper. This is also the perfect opportunity for teachers to address whole class misconceptions in grammar and spelling. By modelling the process and 'thinking out loud' the teacher is giving the children the tools they need to work independently.

During the independent writing process, teachers may provide intervention for small groups of children based on their assessment of previous work. They will move around the room, guiding children to improve on individual targets, highlighted in previous writing, or give instant feedback from the current piece of writing. For extended pieces of writing, teachers will provide marked feedback with next steps for the children to focus on next time or during the editing process. Finally, children are explicitly taught how to edit and improve their work. Within Key Stage 1, children are taught to write on every other line and use the space to edit their work. In Key Stage 2, pupil use pencil to edit their learning partners writing and purple pen to edit their own writing.

English is taught every day in all classes. Teaching of English is not only delivered as a daily stand-alone lesson, but also embedded in other parts of the curriculum and real-life events to motivate, engage, and inspire the children, giving a real sense of purpose to their reading, writing, speaking, and listening. Children can practise and develop English skills linked to their topic for example: practising their letter writing skills as a World War II evacuee (History). The purpose is for children to understand the importance of writing as a skill required in all aspects of the curriculum and in during everyday life.

As part of our daily English teaching there will be a specifically planned focus on spelling, grammar, and punctuation. These will be linked to the National Curriculum; texts the children are using and class/ individual needs. Success Criteria for writing are generated from the year group expectations outlined in the national curriculum and the assessment framework, to support them in their self-assessment.

Children with additional needs are supported to ensure equal access and opportunity to succeed at Age Related Expectation with adult intervention, technology, and other personalised learning support resources to match the needs of individual children.

English is assessed through a series of planned 'Writing bursts' and 'End of unit extended writing' pieces. These will be marked through written feedback, including next steps, following the marking policy. Pupils will also be assessed using NFER standardised assessments in grammar and reading,



CHILTON FOLIAT CE VA PRIMARY SCHOOL

three times a year within years 1 to 6. Key Stage 2 will also complete the statutory Year 6 SATS assessments in May of each year. This covers spelling, grammar and reading comprehension.

Phonics and Spelling

The teaching of Phonics begins in Reception and carries on throughout Key Stage 1, following the school's chosen validated Systematic Synthetics Phonics (SSP) programme Unlocking Letters and Sounds, with complete fidelity. The teaching of phonics continues into Year 3 for children who have been identified as needing support. To continue the pedagogy of Key Stage 1 phonics practice, and to reinforce our chosen "Phonics First" approach to teaching and learning spellings, the Key Stage 2 programme is Essential Spelling and is also planned and taught daily with complete fidelity.

Handwriting

In Reception we teach letter formation following ULS. In year one, when children can 'write recognisable letters, most of which are correctly formed', we teach handwriting using the Nelson handwriting scheme. Handwriting is taught daily in Key Stage 1 alongside Unlocking Letters and Sounds using the handwriting style embedded within the program. Once the children have established correct letter formation, they progress to the Nelson handwriting scheme <https://global.oup.com/education/content/primary/series/nelson-primary/nelson-handwriting-3ed/?region=uk> which follows on succinctly from the pedagogy taught at Key Stage 1. This is taught twice a week (or more frequently as required).

Children are given the time to practice handwriting skills practice alongside taught sessions, within everyday writing. They are also given the opportunity to write selected pieces of work for display purposes following the Nelson Handwriting Scheme format. This allows the children to feel a sense of pride in their work and encourage them to continue to progress and develop with their handwriting style as they move to each class every year.

IMPACT

Writing is enjoyed by staff and pupils across school. Staff have high expectations, and evidence can be presented in a variety of ways, including through other core and foundation subjects. We will use appropriate technical vocabulary accurately and pupils are challenged to know, apply, and understand the skills and knowledge specified within each unit of learning. Pupils improve their writing skills and inquisitiveness about writing around them, and their impact through writing on the world. They will also become more confident about analysing their own work and respectfully evaluating the work of their peers. Through the process of evaluation and editing, pupils develop resilience and perseverance which will enable them to continually improve their writing skills. Through the journey of curiosity, exploration, evaluation and editing, pupils are able to speak confidently about their writing both with their peers, their class teacher and in the wider learning environment.

End