



Our approach to Writing at Whitegate End

Writing Key Areas

- Overview of what the subject entails, the vision

Our children are confident communicators. There is a real 'buzz' for writing and oracy in school. They know that being able to write confidently and communicate effectively is an extremely important life skill and will open many doors for them as they grow and learn.

- Why we teach it?

We work hard to build a stimulating and motivating writing curriculum. We value pupil voice and have high expectations which allow every learner to be challenged to reach their potential and leaving us as responsible, happy citizens.

- Key teaching principles

At Whitegate End, we believe that literacy is at the heart of all children's learning; we work hard to build a stimulating and motivating curriculum. From the early stages of writing in the Early Years to the writing process in Key Stage One and Two, our aim is to provide children with exciting and engaging hooks in to their learning to develop their cultural capital.

Our children are given a clear purpose for their writing which considers the audience as we know the wider the audience, the greater their motivation will be. We immerse the children in examples of quality texts before planning and drafting a piece of writing. The teaching of grammar, punctuation and spelling is closely linked to the children's writing and we work hard to deliver the correct coverage with progression through the year. Our children have opportunities to continually edit and improve their work as we stress this is how the writing process works. We encourage our children to reflect upon their work through self-assessment and effective feedback from teaching staff before publishing their final piece of writing.

- Aims:

We aim to nurture creative thinking through developing a love of spoken and written language which will allow our learners to communicate effectively in the wider world. Through the creative approach to the teaching of writing our children will gain key life skills to equip them in the wider world.

- We enable each child to :

- Build on their previously learnt skills.
- Challenge themselves to further improve their work.
- Take on constructive feedback from others to further improve their work.
- Take risks and challenge themselves to have a go through the 'power of yet'.



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- Become confident communicators both in spoken and written form.
- Understand that writing has a purpose and is important in the 'real world'.

- Development of the knowledge/facts

Yearly objectives linked to grammar, punctuation are taught within the daily writing sessions. We use our English Curriculum Overviews to effectively plan to ensure all objectives are taught linked to GPS across the year. Within each writing process each class will cover two GPS skills. This ensures the children link their understanding of GPS to their writing.

We follow 'The Spelling Programme' for spellings from Year 3 to Year 6. This is a clear and systematic view for teaching spelling that will provide our children with life-long strategies. Spellings need to be taught logically to see the magic of words, the patterns and how words can help transform their quality of writing. The underlying structure of the approach is based on the three zones of spelling, explored through patterns, remembering and recall of spellings.

- Development of Skills

In EYFS, we focus on the children's physical skills for mark marking and writing during the Autumn term specifically, but this is embedded throughout our provision the whole year round. We aim to develop the children's gross motor skills, bilateral integration, fine motor skills and dexterity before we ask them to write. This is planned for in careful steps that is taught during whole class session such as finger gym and write dance, through adult led activities and provision enhancements. Alongside this the children in Reception begin to learn letter formation through the Little Wandle phonics programme.

In Key Stage One, we will build on the children's writing skills and use end of year objectives to further develop their writing. We continue to model writing through quality first teaching and have high expectations. Children are encouraged to develop a cursive handwriting style through discrete handwriting sessions. When publishing their work the children in KS1 will begin to do this using handwriting lines in order to apply their handwriting skills and maintain high expectations.

In Key Stage Two, we continue to build on the children's developing skills within more complex pieces of text. We encourage children to develop their individual flair alongside the teaching of key skills for writing. We offer cross curricular links so the children can apply these skills within different genres of writing and subject areas. Discrete handwriting sessions are used for children to continue to develop their cursive script. Each child starts the year using an exercise book with handwriting lines. This is to ensure the children apply their handwriting skills and take pride in their work to maintain our high expectations.

- How it is taught?



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In EYFS we use high quality texts linked to the current topic to entice children into mark making and writing for a purpose. Focus texts are shared with the children repeatedly as a whole class and in small groups before they are invited into a piece of writing. Pieces of writing are scaffolded through adult led activities and give the children a multitude of opportunities for them to apply their phonics knowledge of letter formation, segmenting sounds, building sentences and spelling tricky words. Further opportunities for writing are planned for as Rainbow Challenges and provision enhancements. During the Reception year we cover labels and captions, lists, descriptions, story retell, recounts and poetry.

Building on the work from EYFS, we take this further in Key Stage One and Key Stage Two to show the children there is a real purpose for their writing. We have a clear process for writing to ensure the children are building, using and reviewing their skills. We start each piece of writing looking at our RAFT (Reason, Audience, Features and Tone). Teachers ensure there is a 'hook' for the children's writing to fully engage them in their learning. Our writing process ensures the children have opportunities to share high quality texts to gather ideas for their writing. We call these WAGOLLS - what a good one looks like. Following this the children will focus on two skills linked to their knowledge of grammar. One will be a recap of a previously taught skill and the second will be new learning. The children then have opportunity to apply these skills in a shorter piece of writing. The children then build their knowledge by improving a WABOLL (what a bad one looks like). At this point the children will be ready to plan their piece of writing using all their learning so far. Teachers will explicitly model writing through a shared write before the children draft and edit their work.

To make sure we cover all the genres of writing we have worked as a staff team to map this across the school from Year 1 to Year 6. This means we can build on key writing skills from each year group. We respond to the interests of the children and the writing genres may change to include world events.

- Assessment of the subject and how this is used

In EYFS we take into account children's physical writing skills before using pieces of mark making and written work against the EYFS profile. We use our knowledge of the children and assessment trackers to determine whether children are making good progress throughout the year. Staff are skilled in questioning children about their mark making and removing scaffolds at the correct pace for each child to help them to produce independent pieces of writing which can then be used to determine what has been achieved. All children are working towards the Early Learning Goal for writing and examples of work can be found in children's individual Adventure Books.

In Key Stage One and Key Stage Two, we use sticky writes to assess the children. The children are given feedback throughout the unit of work either verbally or through the marking and feedback policy. Final pieces of writing are assessed using the end of year expectations for each year group. Teaching staff update individual assessments for each



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child to show the progress the children are making and identify next steps and areas for development.

- Links to other areas of the curriculum

In EYFS we offer writing opportunities within other areas of the curriculum. For example, there may be writing opportunities linked to an activity to develop knowledge and understanding of the world.

In Key Stage One and Two we plan different genres of writing linked to the curriculum drivers. Pieces of writing are completed in topic books ('Learning Journals') to ensure we raise the profile of writing in other areas of the curriculum.