



Intent

At St John's CE Primary School, we want every child to be able to write with confidence, write legibly with fluency and accuracy and be able to write in a range of genres. We want our pupils to get pleasure from writing and to be able to organise their writing in logical and coherent forms, for a variety of purposes. Whilst we recognise the need for our children to understand grammatical concepts and structures, nothing can replace the joy of writing and being able to convey thoughts and ideas through written media.

Our aim is to ensure that all pupils:

- Develop their powers of imagination, inventiveness and creativity
- Develop the necessary writing skills to be a competent writer with an understanding of the basics (spelling, grammar and punctuation)
- Develop fluent and legible handwriting
- Develop their writing across a range of meaningful contexts
- Have access to a broad writing curriculum that offers the full spectrum of writing genres
- See writing as purposeful and enjoyable
- Take pride in their presentation

Implementation

- **EYFS and Year 1 English Lessons-** Children begin their writing journey in our pre-school and nursery and this knowledge is then built on during their time in reception. Teachers in EYFS follow a mapped out progression document which covers the relevant elements of the EYFS framework. Adult directed tasks and child initiated activities are planned to help children develop their writing skills including their muscles that are needed for writing, as well as their stamina and their fine and gross motor skills. To further close the vocabulary gap, our pre-school class take part in Scribble club and our Reception class take part in Drawing Club. Both Scribble club and Drawing club involve a Story, vocabulary and mark making element. We prioritize high-quality texts that engage and captivate young minds. These texts have been carefully selected to provide rich language experiences, stimulate imagination, and encourage critical thinking.

What does a sequence of lessons look like in EYFS and Year 1? (Early writers)

<u>Engagement</u>	<u>Teach, apply and practice</u>	<u>Independent writing</u>
Exploration of text Oral rehearsal Spoken language development Vocabulary development	Letter formation Spelling & Phonics Grammar Punctuation	Plan it (say aloud) Write it Re-read

- **Year 2 and KS2 English Lessons-** At St John's CE Primary School, our English lessons are inspired by carefully selected texts to develop a high quality literacy curriculum and foster a whole school love of reading and writing. We use the texts as a stimulus for our writing units, studying the text as writers, while using drama and creative work to bring the book alive. These books have been selected and mapped out across the school, ensuring that they have a strong narrative, represent a variety of protected characteristics, inspire and extend children's vocabulary and engage children emotionally. In our English lessons across both Key Stages, the selected text is used to inspire a genre based unit of writing. Teachers plan a sequence of lessons that give pupils the opportunity to practice the writing skills that will be required to successfully produce a genre based piece of writing at the end of the unit. Each unit provides daily opportunities for teacher modelling and scaffolding so that all children can achieve the learning in every lesson. Typically, each unit of writing lasts around 2 or 3 weeks.

What does a sequence of lessons look like in Year 2? (Novice writers)

<u>Engagement</u>	<u>Teach, apply and practice</u>	<u>Independent writing</u>
Exploration of text Oral rehearsal Spoken language development Vocabulary development Genre features Text level features	Letter formation Spelling & Phonics Grammar Punctuation Composition	Plan it Write it Proof-read Edit it

What does a sequence of lessons look like in KS2? (Growing expertise writers)

<u>Engagement</u>	<u>Teach, apply and practice</u>	<u>Independent writing</u>
Exploration of text Oral rehearsal Spoken language development Vocabulary development Genre features Text level features	Handwriting Spelling Grammar Punctuation Composition Cohesion	Plan it Draft it (in parts) Write it Edit it Re-draft to demonstrate presentational devices

- WOW folders-** In year 1 and year 2, children’s progress in writing is celebrated through the use of WOW folders. Throughout the year, three separate pieces of writing are added into the WOW folders which follow the children through the school all the way up to year 6. From year 3 to year 6, pupils are given three opportunities during each academic year to demonstrate the appropriate presentational devices specific to the genre that is being taught at that time. Children are given time to re-draft their final piece of writing and this work is then displayed in a WOW folder.
- Handwriting-** In EYFS, print letter formation is taught and embedded during daily phonics lessons. The letter formation taught is the same as the letter formation on the Read Write Inc Speed Sound cards. Letter formation errors are noticed and corrected by the reading teacher during the phonics lesson. Additional handwriting sessions take place throughout the week in EYFS using the Letter Join Handwriting scheme, which is also used across the school. In year 1, handwriting is taught daily and additional handwriting interventions are delivered to any children who struggle with their fine and/ or gross motor skills. In Year 2 to Year 4, handwriting is taught three times a week and in Year 5 and Year 6, handwriting is taught twice a week. Additional handwriting interventions are delivered to any children who are still not forming letters correctly. Cursive letter formation is introduced in the spring term in Year 2, when the children demonstrate that they are ready.
- Spellings-** In KS1 and KS2, Strategies for spelling are taught to enable pupils to become confident and competent spellers. The school follows the ‘Spelling Shed’ programme which is in line with the National Curriculum for spelling. Pupils are provided with weekly spellings to practise both in school and at home using the Spelling Shed website. Pupil’s progress is monitored weekly by teachers.
- Working wall-** Working walls are used in all classes as a way to support children's independent writing. It evolves as a unit of work unfolds, and is not intended to be a tidy display of finished work. Well planned working walls scaffold independent working and learning if necessary. Working walls are an extra resource within classrooms and pupils are encouraged it to view it as such. Pupils are able to refer to it for vocabulary, sentence starters or to refresh their mind on an activity that was previously carried out.

Impact

When children leave St John’s Primary School, they will have the knowledge and skills needed to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both Key Stage 1 and Key Stage 2, children will become more confident writers and have the ability to plan, draft and edit their own work. By the end of Year 6, children have developed a writer’s craft, they will enjoy sustained writing and they will be able to manipulate language, grammar and punctuation to create effect. Throughout their time at St John’s Primary school, children are encouraged and given opportunities to apply their writing skills across all curriculum subjects and in the wider world beyond school. Our aim is to provide all children with the foundations of language and communication that are essential for success in later life.