

# WRITING AT PALACE WOOD PRIMARY

## Vision

We believe all children should be able to confidently communicate their thoughts ideas and emotions through their writing. We strive for our children to write creatively and with clarity. We provide opportunities for children to write for a range of purposes and audiences ensuring the conventions of writing, such as spelling, handwriting, punctuation and grammar are used confidently and accurately. A writer at Palace Wood can:

- ✓ Show a good command of the written language
- ✓ Apply wide vocabulary to their writing
- ✓ Write clearly, accurately and coherently
- ✓ Adapt language and style
- ✓ Write for a range of purposes and audiences
- ✓ Apply their reading to their writing
- ✓ Write in Standard English

## SPELLING / PUNCTUATION AND GRAMMAR

From year 2 - year 6, children use Spelling Shed. Children will a folder to document their spelling learning. Spelling Shed learning is on the online platform. There will be weekly set assignments on the Spelling Shed online programme for the children. No spelling tests in class.

## TEXTS

Texts have been selected prior to the commencing of the academic year. Texts are varied and selected to show progression not only through the year groups but through the year, building in complexity. Texts are selected on year group appropriateness, author gender and ethnicity to give balance and whether the text is deemed classic or modern.

Texts may generate different outcomes and across the three strands of writing: fiction non-fiction and poetry. For instance, a fiction text may be used but the writing outcome may be a non-fiction piece.

Any text changes are discussed as a team in advance in order to keep the integrity of the text progression across the school.

## WRITING FOR PURPOSE

In English, writing for purpose enables pupils to communicate their ideas clearly and effectively. Children learn to write for different purposes and audiences, including to entertain, inform, persuade and explain. Through a range of writing opportunities such as stories, letters, reports and instructions, pupils develop the ability to select appropriate vocabulary, structure and tone so their writing is meaningful and suited to its intended purpose.

## HANDWRITING

A Handwriting Progression policy sets out the rational and processed for the teaching and learning of handwriting. Handwriting is taught a minimum of twice a week in KS2 and up to 4 times a week in KS1. In EYFS, handwriting teaching and learning is evident across the provision in relation to the children's gross and fine motor development opportunities.

In EYFS, the children are taught to form letters in a print style.

In year 1, the children progress to learning pre-cursive.

In year 2, the children learn to join letters and begin to adopt a cursive style.

Throughout KS2, children further develop their handwriting fluency and muscle memory through regular practice.

In EYFS and KS1, lined handwriting books are used. In KS2, regular lined books are used.

## LESSON DESIGN

- Modelling is key to the successful teaching of writing. Modelling of writing shows: how a writer thinks, selects vocab, construct sentences, makes errors but addresses them, uses ideas from those around them, rereads their writing etc.
- We adopt a 'I do, we do, you do' approach
- Examples of 'What a good one looks like' is shown to the children before they write.
- Vocabulary is regularly taught, discussed, captured and used in modelled writing.
- Support for all is carefully considered: scaffolds for accessibility, word-banks, model examples, sentence stems, dictionaries, thesauruses etc.