



Writing



Writing is taught in a creative and stimulating way through a thematic approach based on high quality books and texts. Key techniques are taught based on the National Curriculum through daily English lessons and used in writing across the curriculum in different forms and genres, such as narrative texts, information texts, instructional writing, poems and playscripts. Children are taught through the 'three phased approach'. To prepare for their writing, children are immersed in the text they are focusing on and are provided with opportunities to use drama techniques to draw out language and key themes. Together with the teacher, children then begin to structure their writing, sharing this orally, before using editing books to further improve their work. This then leads to independent writing using all the key techniques they have been taught. Children are also taught how to punctuate and structure their writing correctly, becoming fluent and creative writers.

From the very beginning of a child's writing journey, they are taught to form letters with cursive script. This has been adopted by the school as 'Kentmere Script' and all the children are expected to develop and use this.

Writing in EYFS

The children are read a wealth of stories throughout their time in EYFS and draw pictures of the characters or a story map of the events, developing their pencil control. Children are encouraged to discuss the meaning of the marks they make and are supported with their drawing through the gross motor skill and fine motor skill activities completed in class.

Children begin their writing journey through mark making, which can appear as 'scribbles'. Through questioning, the children are given the opportunity to put meaning to their marks. As they continue their writing journey, they develop the ability to produce pictures using lines and circles and then progress further to begin to add more detail.

This leads into the formal writing of letters, beginning with hearing and writing the initial sound of the words, writing simple CVC words (consonant-vowel-consonant), building up to writing full sentences that can be read by others.

Children are supported to structure and write their own narrative, non-fiction and poetry based on their topic.

Writing in Key Stage 1

The children build on the foundations of writing learnt in EYFS and continue to write using phonetically plausible attempts at spelling. Throughout the year, they will be taught to decipher between the correct phoneme used in words and the relevant spelling patterns.

They are supported to include in their writing:

- Accurate punctuation, including capital letters, full stops, question marks and exclamation marks
- Use past and present tense accurately
- Include adjectives to describe and specify
- Extend sentences using and, but or so
- Spelling the Year 1 or 2 common exception words correctly.

Writing in Lower Key Stage 2

The children in lower key stage 2 are expected to write lengthier pieces of writing, maintaining the tense they began in and making the writing interesting and exciting for the reader. Through English sessions, they are taught to:

- Create effective narratives that have a clear plot, with well-developed characters and setting
- Write a range of effective non-fiction using appropriate organisational devices
- Use a range of conjunctions to write sentences with more than one clause
- Use expanded noun phrases with adjectives
- Use adverbial phrases of time, place to add some detail to sentences.

Writing in Upper Key Stage 2

The children in upper key stage 2 use all the skills they have been taught to become fluent and creative writers. They further develop the techniques already taught and, in addition, are supported to:

- Select vocabulary and grammatical structures that reflect what the writing requires
- Use a range of devices to build cohesion
- Use verb tenses consistently and correctly throughout their writing
- Use adverbs and expanded noun phrases effectively to add detail and precision.

Spelling

Spelling is taught through daily sessions at the start of each English session, as well as discrete lessons following the school long term plan for spelling. Specific spelling rules are taught, which are applied to words and written into sentences through independent application. Children are taught to explore and investigate the origin of the words and complete word study investigations, noticing simple similarities and differences between words. This leads to children developing their own observations about why words follow certain patterns. Weekly vocabulary sessions further deepen the children's understanding of the English language. Weekly spelling lists are sent home, as well as practise within school. Spelling patterns and rules are reflected in future lessons to consolidate learning and termly school Spelling Bees encourage the children to further learn their year group spellings.

How will children be assessed?

Each extended piece of work produced by your child is assessed against the year group National Curriculum objectives. From constructive feedback from the teacher, the children are then able to edit their work in order to further improve this, working towards the targets set by the class teacher.