

English Writing

Intent

At St Margaret's at Hasbury we believe that English and the teaching of English is the cornerstone of our curriculum. Our main aim is to ensure every single child becomes primary literate and is therefore equipped to thrive in all other lessons within the curriculum. Pupils should be able to confidently and independently communicate their knowledge, ideas and emotions through their writing while applying their technical grammar and spelling skills. We recognize the importance of nurturing the cultural literacy of our children, children who take pride in writing accurately and creatively, adapting their language and style for a range of contexts and purposes. We want to inspire children to ask and answer 'big' questions' and confidently use discussion to communicate and further their learning with a wider range of tier two vocabulary.

Implementation

At St Margaret's at Hasbury we encourage quality writing through all curriculum areas and use quality texts to model examples of good writing. Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in previous year groups. Writing is taught through a number of different strategies. We believe that children need lots of rich speaking and drama experiences to foster their imagination which will equip them to become good writers who can draw upon past events. Through these activities and class discussion teachers will model effective questioning and discussion techniques and scaffold children through the *Add, Build and Challenge* approach to class discussion. New vocabulary will be pre-taught and regularly reviewed and revisited.

As a school we have adopted "The Write Stuff"- an approach to the teaching of writing developed by Jane Constantine which brings clarity to the mechanics of writing. "The Write Stuff" follows a method called "Sentence Stacking" whereby children are taught to effectively write sentences that are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. An individual lesson is based on a sentence model, broken in to three chunks:

1. Initiate section - a stimulus to capture the children's imagination and set up a sentence.
2. Model section - the teacher close models a sentence that outlines clear writing features and techniques.
3. Enable section - the children write their sentence, following the model.

Individual lessons are based on writing effective sentences using one of the following models:

The FANTASTICs summarises the sensory ideas of writing in narrative or non-fiction writing.

The Grammar Rainbow is a classroom tool that enables the teacher to outline the principles of grammar in narrative or non-fiction writing.

The BOOMTASTICs enables children to develop their own writer's voice through effective modelling of figurative language and its purposes for the reader.

A sequence of lessons follows, whereby the teacher models plot points in a story, non-fiction text or poem daily following the style set out above. At the end of the teaching sequence children will plan, write, edit, re-draft and publish their own work by creating their own plot point structure based around the specific genre of writing under study. Children are taught and encouraged, while working alongside their peers, to become emotionally intelligent in the manner by which they feedback to their peers in a meaningful and constructive manner. Through the editing and redrafting process children in our school will demonstrate their resilient nature as they listen to the feedback of teachers and peers before re-drafting and publishing their work.

Initially, through the teaching of phonics, the skills of segmenting and blending are used by younger children to sounding out a word and spelling it accordingly. Overtime, when children become familiar with a number of different phonemes spellings become more accurate. The teaching of spelling rules and patterns is conducted explicitly through short burst daily activities where the rules and patterns are investigated, reviewed and revisited periodically in order for spelling fluency to develop systematically. Many different strategies are adopted by teachers to embed spelling patterns and rules from look, say, cover and write to sounding phonetically plausible words. Flash carding of common exception words is regular practise by staff working in Key Stage One and children are encouraged to practise these words regularly at home. In Key Stage Two children investigate the morphology and etymology of words in order to further extend their understanding of word meaning while identifying different patterns.

At Margaret's at Hasbury we have adopted the Kinetic Letters teaching programme to improve the fluency of transcription. Children who are fluent in the art of handwriting have more capacity to become independent creative writers that can easily express their thoughts and opinions. Kinetic letters is implemented in the Early Years setting and children have regular practise through to lower Key Stage Two.

Impact

That all children will:

- Become independent writers who respond well to critical thinking
- Become fluent writers that can transcribe their work well and spell accurately
- Speak confidently and eloquently about their work, challenge ideas they disagree with in a mature manner and refer to the work of others with forethought
- Develop a positive attitude to writing in an environment where creativity and writer's craft is encouraged
- Cross-curricular writing standards improve and skills taught in the English lesson are transferred into other subjects