



Brookside Primary School
Learn Together - Achieve Together

Teaching of Writing at Brookside Primary School



**The intent, implementation and impact for the
learning of Writing at Brookside Primary School**

At Brookside Primary, we aim to inspire a love of writing in our children

INTENT – We aim to....

- Express ideas clearly and confidently in written language.
- Use grammar and punctuation accurately to structure sentences correctly.
- Write coherently and creatively, adapting their language and style for a range of contexts, purposes and audiences.
- Apply their knowledge of spelling patterns and rules to accurately and fluently spell new words.
- Identify their own areas for improvement and refine and edit independently.
- Take pride in their writing and be able to apply their writing skills across the curriculum.

IMPLEMENTATION – How do we achieve our aims?

Create great writing opportunities through drama and spoken language by:

- Using drama conventions and talk for writing activities, to enhance the teaching of writing across the school.
- Promote co-operative learning by using a range of collaborative learning structures.
- Using Tales Toolkit in EYFS to develop storytelling language and skills, generate new vocabulary and engage and enthuse pupils.
- In KS2, enhance children's spoken language by exploring vocabulary as part of wider learning.

Aspire to high standards in spelling, punctuation and grammar by:

- Following All Aboard Phonics' sequence of learning in EYFS and KS1.
- Implementing the spelling scheme in KS2.
- Teaching grammar in context, whenever possible, or discretely as required.
- Ensuring that the teaching and learning of grammar and punctuation is well-sequenced and builds upon prior learning.
- Providing frequent opportunities for pupils to re-read, edit and improve their work independently and with peers.

Develop neat, legible and cursive handwriting by:

- Delivering Dough Disco sessions in EYFS to develop gross and fine motor skills.
- Using the All Aboard Phonics handwriting resources in EYFS to support the teaching of letter formation.
- Following the Handwriting Scheme in KS1 & 2.
- Providing opportunities for children to write in pen from Year 3 onwards.
- Having high expectations of written work in ALL subjects

Develop the 'craft' of writing by:

- Ensuring children have access to high quality, rich texts which inspire writing and provide a balance between teaching the features of specific genres and covering the technical aspects of writing. These texts, or visual stimuli, form the basis of our writing curriculum.
- Structuring lessons to allow our children to develop the essential knowledge and skills to craft a piece of writing over time, helping them to build their writing stamina and providing sufficient time to create a quality piece of work.

- Ensuring children have the opportunities to form, articulate and communicate ideas and then organise them coherently for a reader.
- Providing children with frequent opportunities to write for a range of purposes, including real-life ones, and audiences.
- Facilitating high-quality teacher modelling of writing – a crucial component for embedding writing structures.
- Providing opportunities for writing purposes to be repeated across school to solidify understanding of text types and to enhance skills in grammar, sentence construction and punctuation.
- Allowing children to explore different forms of poetry throughout school.
- Guiding children through a clear writing process in English lessons and providing the opportunity to generate ideas, plan, draft, edit and publish their writing.
- Encouraging pupils to edit and improve their writing in green pen.
- Teaching pupils to draw upon what they have read when writing and to ‘magpie’ vocabulary from shared texts.
- Sharing and discussing clear success criteria, linked to the purpose and audience of texts, to provide scaffolds and support for writing.
- Encouraging the independent use of dictionaries, thesauruses and word/sound mats to support pupils when writing.
- Creating opportunities to produce high quality writing across the curriculum.

Promote a rich writing environment by:

- Ensuring all classes have working walls which are used to collect and explore writing devices/structures and vocabulary. Children are then encouraged to draw upon these ideas in their own writing.
- Showcasing wonderful writing on display, in assembly, and with other classes.

IMPACT – How will we know if we have achieved our aims?

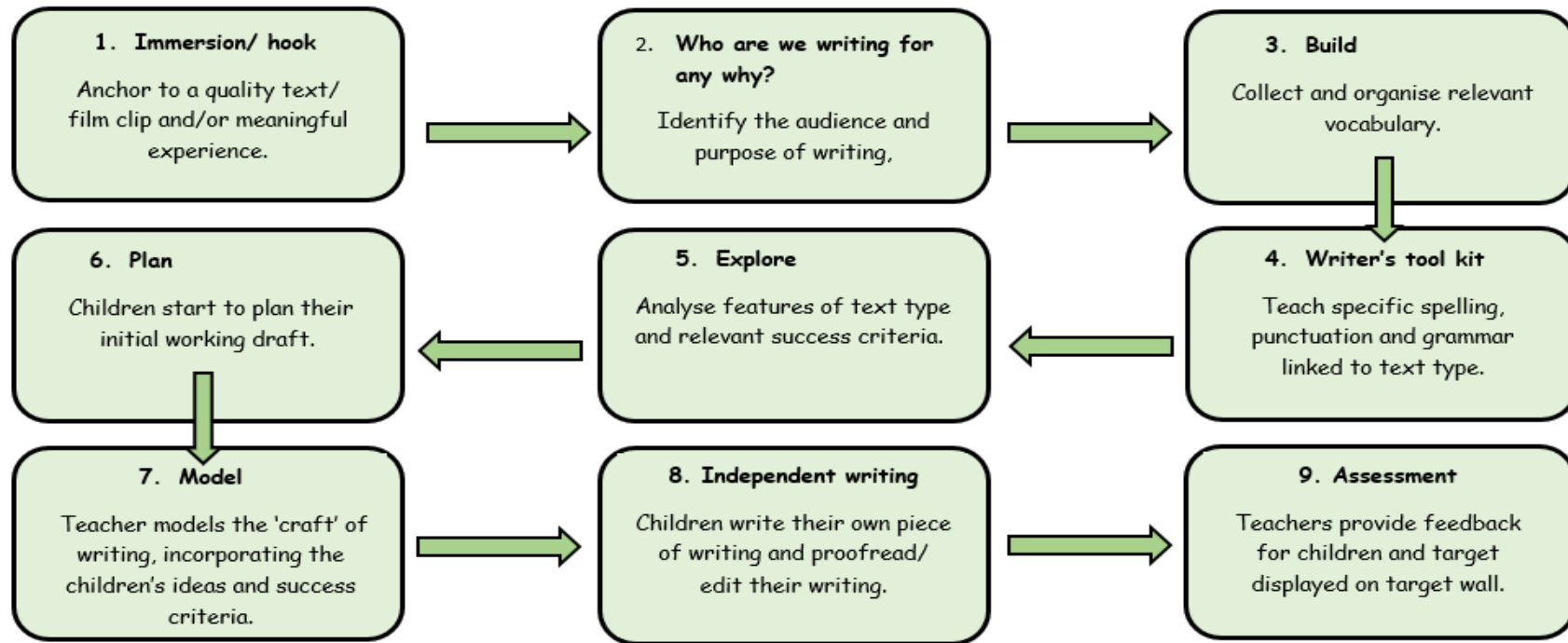
- The percentage of children who achieve the EXS or GDS in writing will increase by the end of Key Stage 2.
- Our children will structure sentences correctly by using grammar and punctuation accurately.
- Our children will be able to write coherently and creatively, adapting their language and style for a range of contexts, purposes and audiences
- Our children will be able to apply their rich knowledge of spelling patterns and rules across the curriculum.
- Our children will ‘write as readers’ by confidently editing, re-drafting and improving their own writing.
- Our children will take pride in the presentation of written work, enjoy writing and be able to confidently apply their skills across the curriculum.

What writing looks like at Brookside Primary School ...

English sequencing of learning at Brookside Primary School incorporates each of these steps.

The order in which they are taught and what they look like will vary depending on the year group and text type.

Spelling and phonics will be taught discreetly throughout.



These elements occur throughout each sequence:

- Planned opportunities to write at length, specific grammar revised and/ or introduced, cooperative learning, explicit teaching of vocabulary, DEAL strategies, classroom environment links to the learning sequence



Inclusive Practice

Writing Subject Graduated Response for SEND and children not working at ARE

Buff paper, Screen Share, Seating Plan, Move and sit cushion, weighted blanket, Timetable/timelines, Letter/number formation cards/orientation sheets, Access to word processing/alternative recording, Individual reward chart, Time out cards, Home School communication books, Magnifying glass, Social stories, TEACCH trays for independence.

Touch typing, putty, weighted wrist bands, pencil grips, writing slope, sensory approach

Writing Grips, Chunky pencils, Fidget toys, Targeted TA or Teacher Support, enlarged fonts, coloured overlays, High frequency word mats, Printed date and LO, Opportunities to report in different ways, check ins throughout the lesson.

Letter orientation cards/prompts, alphabet grid, alphabet strip, Letter tracing. Different equipment – chalk, felt tips etc, Practice and showcase page, Fine motor group, different line widths, seating position according to handedness, high frequency words in front of book, spelling intervention.

Visual Timeline, Kagan Cooperative Strategies, Pre-teaching Vocabulary, Mini White boards, Rephrasing questions or content, WAGOLLS, highlighting key points, Dyslexia friendly font- comic Sans, Paired Reading, Verbal reminders and modelling of presentation, Word mats, scaffold sheets, Vocabulary and wall displays (e.g. Phonics), Share question you want them to answer before the information, Achievement certificates, Individual spellings, Movement breaks, Visual prompts, Whiteboard non-white background, Tokens for rewards, I do, we do, you do. Finger spacer, writing checklist, symbol prompts, posture reminders, dough disco (EYFS), squiggle write (EYFS), polishing pen, personalised spellings. Line guides, vocabulary mats, sentence, Rehearse and write sentences, access to dictionaries, thesaurus, LBQ grammar lesson, handwriting display

INDIVIDUALISED PROVISION

TARGETED PROVISION

UNIVERSAL PROVISION