



Writing at Leckhampton C of E Primary School

Introduction

At Leckhampton C of E Primary School, we recognise that the ability to write effectively underpins many elements of our curriculum and is an essential life-skill. We are deeply committed to developing a love of writing and our long-term curricular plans progressively build the stamina and skills needed to write at length, with accuracy and individuality.

Chicks by Flynn – Year 1

I can see a cute smiling face. I can hear ducks having fabulous fun! Splashing, diving ducks. Catapulting fur balls. I can see a beak as shiny as a sequin. I can feel a duck as soft as a willow tree.

What do we write about?

Our children have the opportunity to write narratives, explanations, comparisons, summaries and evaluations. Our curriculum has been developed around the seven basic plots, which are;

- Overcoming the monster
- Rags to riches
- The quest
- Voyage and return
- Tragedy
- Rebirth
- Comedy

Our children are gradually introduced to the plots through familiar texts and stories and learn to build a story through “acts” or “chapters” which are pivotal in the development of the story style. Some plots are more complex and are introduced in Key Stage 2. Plots such as tragedy and rebirth require a greater understanding of the world and life experiences and are therefore best suited to our older pupils. We have not included comedy as a plot, as many argue this isn’t necessarily a style within its own right but children are encouraged to use comedic elements within their writing where there are links to other plots.

We believe that by using narrative as the driving force for our curriculum, children become “real” writers and understand the reason for their work. Poetry supports this narrative focus and children have exposure to styles that challenge their use of language and techniques.

Writing for non-fiction purposes plays a significant part in the curriculum and links are made to other areas of the subject areas wherever possible. Children understand how and why non-fiction writing also needs to be presented in a certain way and its purpose.

Transcription – the technical aspect of writing.

Handwriting

Over time, Leckhampton had opted for a cursive style, which has been taught from Reception. From September 2022, in line with the guidance below issued by the Department of Education, children will be taught the cursive style as soon as they can form letters securely with the correct orientation.

“At first, children should not be taught to join letters or to start every letter ‘on the line’ with a ‘lead-in’, because these practices cause unnecessary difficulty for beginners. Children may be taught to join the letters in digraphs, but this is optional. (All resources designed for children to read should be in print)”. DfE

Our team has had lengthy debates as to when a cursive style should be introduced. As we have experienced several years of introducing a cursive style into Reception, our children’s outcomes have demonstrated that most pupils are able to write freely and easily using a cursive style and their work is legible and well-presented early on in their school career. Going forward, we will generally introduce cursive teaching in Year 1 however this is always determined by the individual and their needs. We do recognise that handwriting is a complex perceptual–motor skill and some children may require an adjusted or alternative approach. We use Letter Join as our preferred scheme and review this provision regularly to ensure it continues to be the most effective way to teach handwriting.

Spellings, Punctuation and Grammar (SPAG)

Learning to spell accurately and confidently is important so that our children become confident writers. If they need to routinely stop to think about how to spell a word while they write, it can interrupt their thinking about important parts of writing like word choice and sentence construction. Teachers issue focus lists of words for children to learn at home which reflect the spelling teaching focus in the class. Punctuation and grammar are taught in number of ways here at Leckhampton and are essential to becoming a confident writer.

Composition - articulating ideas and structuring them in writing

Planning is a fundamental part of the writing process. We use elements of Talk 4 Writing and Box it Up – Step it Out to assist with planning. Whilst we do not want our children to write to a tick list, we know that these structures help with articulating and communicating ideas. We also understand the importance of effective transcription as this helps children to write fluently and coherently. In the lesson, children identify the audience for and purpose of the writing and in turn select the most appropriate form to use. They will use “WAGOLS” (What a good one looks like) as a stimulus and guide for their own. Children will consider how authors have developed characters and settings and use these techniques in their own writing. When performing their work, children will use intonation, movement and volume, which is in keeping with the piece.

In non-fiction writing, children will learn how to use further organisational and presentational devices to structure text and to guide the reader.

When complete, the children will evaluate and edit their writing, making improvements and changes to enhance the effect and clarify meaning.

Planning

Teachers use the National Curriculum Programmes of Study and KPI’s from the school’s assessment system to plan sequences of lessons in reading, in line with our long-term curricular intent. Clear short/medium term plans are produced by teachers, which clearly identify the learning outcome and relevant writing tasks. Planning is monitored and evaluated by the English Subject Team, supported by the English Lead Governor.

Assessment

Teachers record pupil attainment and progress using our online system Target Tracker. Teachers formally assess 3 times a year; however ongoing assessments take place to ensure that children are meeting the KPI’s for each year group. Our assessment tool enables teachers to track both individual and group gaps in learning and to plan interventions through their termly action plans. Regular Year group and phase moderation takes place to ensure consistency in teacher judgements across the school.

Lesson Structure

This will vary from one lesson to the next depending on where children are in the writing process.

Session Starter:	<ul style="list-style-type: none">• Transcription Objective – word/sentence level.
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	<ul style="list-style-type: none"> • Children engage with task or instruction as to how this correlates to main teaching task.
Main session:	<ul style="list-style-type: none"> • Composition Objective • Teacher input and key questions shared. • Teacher may model writing, use an extract, or use shared writing to support the learning process. • Pupils write. Scaffolds and aids will be available for identified pupils within the lesson. • Teachers offer feedback during the process to embed and develop skills and knowledge.
After the writing:	<ul style="list-style-type: none"> • Children will evaluate and edit their writing, making improvements and changes to enhance the effect and clarify meaning. • Teachers offer feedback and in line with our Feedback Policy.

Conclusion

We hope that our Writing Guidance clearly demonstrates the school's commitment to writing as well as the systems in place to support teaching and learning in this crucial area. The English Team work closely together to monitor and evaluate writing provision across the school, ensuring that our children not only reach the highest standards but that.