

## Rationale for Writing at Lacewood Primary School

### Intent

At Lacewood, we recognise that competence in writing is vital for the development of children's communication skills and a crucial ingredient for progress in other subject areas. Being able to write, offers the opportunity to store information, communicate with each other and to reflect and record creative ideas.

At Lacewood, each year group has a progression of writing skills that must be taught and learnt. These skills are taken from the National Curriculum for each year group and cover the Grammar and Writing skills that must be taught throughout KS1 and KS2.

When a child becomes a skilled writer, they understand the characteristics of writing's many forms and are able to adapt their writing to suit a wide range of purposes. To support children's writing progress, we have a clear, consistent, whole school approach to writing which is designed to spark both enthusiasm and creativity in our children through the use of 'hooks', while also ensuring the technical skills to tackle all writing genres are embedded; meeting the expectations of the National Curriculum.

### Implementation

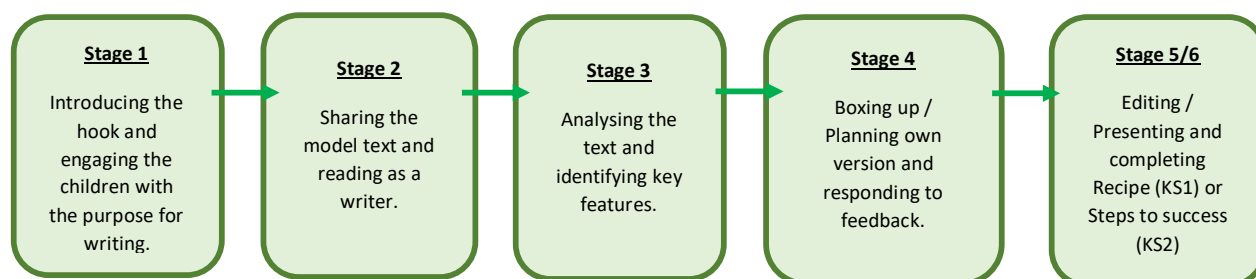
In all year groups, we teach writing using high-quality texts and experiences such as: picture books, novel studies, immersive sensory experiences and real-life experiences from visits in and out of school. In addition, writing links are made to other subject areas within the curriculum. The class teacher will choose a writing purpose linked to a genre outcome which these will be based around, and examples from the text should be able to support this teaching. Vocabulary from the core text can be used to supplement high-level teaching at word-level, with children encouraged to use this in their written work across the block.

Each individual teacher is responsible for the planning of writing for their class in line with the National Curriculum expectations. Planning is completed based on the needs of the children within the class and the next steps that are needed within their learning

During their time at Lacewood, children will have the opportunity to write a variety of both fiction and non-fiction texts, including recounts, instructions, explanations, discussions, letters, diary entries, poems and stories of all kinds. We often incorporate drama, role-play, story-telling and discussion to engage the children's imagination and give them a real 'purpose' for writing. Writing sessions are vocabulary rich and provide planned opportunities for sentence level practice.

Throughout school, children are taught Literacy on a daily basis. Our adapted 'talk 4 writing' process is followed for each planned unit of writing and a range of approaches are taken depending on the needs of the children and the curriculum. All lessons focus on meeting the needs of all the children and the best way in which these needs can be met.

**The structure of lessons is based on the following stages:**



In Early Years and Key Stage one, children are taught the key principles of writing in order to lay a solid foundation for developing their skills later on. Details of our foundation stage writing journey is detailed through our 'Mark Maker to Writer' document. Emphasis is placed on developing clear letter formation with 'finger spaces' between each word to ensure their writing can be read by themselves and others. Children are taught to apply their knowledge of phonics to help them spell words accurately. Our curriculum teaches the children to add variation to their work through developing their vocabulary using our 'Lacewood Lexicon' and also developing sentence structure, through our 'Super 8' sessions. By the end of Key Stage one, children have been taught the fundamentals of punctuation and grammar. This structural and technical knowledge is fostered, alongside developing a love for writing as a life-long skill.

In Key Stage 2, children continue their writing journey, by which time they have mastered simple sentence structure, enabling them to develop their own writing style. As they progress through Key stage 2, children are taught to write for an increasing range of purposes – to entertain, inform, explain, persuade and discuss using explicit sentence models and high-quality model texts. Children learn to shape their writing into coherent paragraphs, using our 'boxing-up' method of planning, editing and improving their work on a daily basis and finally creating their own original works of fiction and non-fiction writing. Through our 'curriculum writing pathways' children are given lots of opportunity to apply their writing skills through making links to other curriculum subjects e.g.: Describing a character from Narnia, writing a diary entry from the point of view of a chimney sweep (Jim Jarvis) and writing a biography about the life and works of Charles Darwin.

### **Strategies to support children with SEN**

At Lacewood Primary School, we use a number of evidence-based strategies to support children with SEN.

#### **Scaffolding**

- Support for SEN children with learning vocabulary eg: providing a vocabulary bank.
- Support in writing sentences eg: missing words rather than whole sentences.

#### **Cognitive and Metacognitive Strategies**

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.

#### **Flexible Groupings**

- Temporary groups may be established to support a particular concept.

#### **Use of technology**

- Use of reading pens to aid children.
- Word processing and reading aids.

### **Impact**

The impact of our writing journey is to ensure children have:

- Enthusiasm for writing throughout school.
- A growing confidence and competence as writer's for a variety of purposes.
- A sense of achievement in writing, regardless of their age or ability.
- A growing knowledge and understanding of grammar and different writing genres.

- The opportunity to listen to a range of inspiring author's work, that in turn inspires their own writing.
- An awareness of the importance of writing in everyday life and its range of uses.
- A sense of pride for their own work.

Details of our writing journey can be seen through our school 'Writing Progression Documents.'