

Reading into Writing: Our Intent

We follow the pace and expectations set by the National Curriculum. Some pupils may need to access learning activities at an earlier place in our curriculum planning than others. For this reason, we make adaptations in line with pupils' needs. Sometimes, more practice may be required, and we will make time for this.

In Reception, pupils learn books and stories by heart using drama, puppets, role-play and small world to retell and sequence the story. Using their Read, Write Inc phonic knowledge to write initial sounds they begin to write simple labels and captions. Overtime, they build their word writing skills using more sounds and known words eventually constructing a sentence. Pupils' language is developed through everything they learn, including the vibrant learning environment.

In KS1, pupils build on their writing skills from Reception and they use their phonics to learn to write simple sentences accurately. Pupils go on to develop their ability to write sequences of sentences to create short pieces. In year 1, pupils create their writing based upon their knowledge of well-known stories. They repeat these orally, learning them by heart before retelling. In year 2, pupils begin to use fiction as a stimulus for their own writing using a chapter book by the end of the year. Across the school, pupils have opportunities to write about their own experiences.

We teach writing each day, although the amount that pupils will write will differ according to the planned teaching unit. We understand the need to break down learning into small chunks that build towards a bigger piece. Overtime, pupils build their writing stamina.

We use fiction, non-fiction and poems as examples and to provide stimulus. Pupils will also draw upon their learning in other subjects, such as history. We select texts carefully, and teachers know them very well. They read the stories and poems aloud to pupils. Teachers use texts or modelled examples to teach grammar skills and to extend pupils' vocabulary. Teachers identify important words from the texts and explain their meanings. The teaching of vocabulary is key and pupils are encouraged to experiment with these words in their own writing.

We teach the majority of grammar skills at sentence and paragraph level in Years 3 and 4, and more complex elements of grammar in Years 5 and 6. We support pupils to apply these skills in their writing as they proceed through KS2.

Writing in KS2 uses the following strategies:

My Turn – Teacher models the learning

Our Turn – Pupils practice the learning in supported pairs/small groups

Your Turn – Pupils independently practice the learning

We teach children to write across a variety of different genres and for different audiences and purposes, for example, reports, letters, diary entries and narratives. Teachers are regularly assessing how well pupils are doing and revisit any misconceptions as necessary, giving more time where it is needed.

Pupils learn how to edit their work, firstly for secretarial and grammatical errors. As they become more confident to read their work critically, they are taught how to edit so that they can improve their work, making it fit for purpose.

When KS2 pupils write independently

- They will usually have read and analysed similar texts. Our intent is that pupils will build a good understanding of what they are reading.
- They should be able to explain what makes a good piece of writing that will interest a reader.
- They will know how to develop and use a plan that maps their ideas for writing. This will include having vocabulary to draw upon for their own writing.
- After writing, pupils will be supported to edit and improve their work.

Pupils across our school learn the importance of reading their own work and we provide good opportunities for pupils to read their work aloud. We want pupils to learn that all writing is for someone to read.

Spelling in Years 2-6 is taught using the Read Write Inc spelling scheme, which is a systematic scheme which builds on pupils' knowledge of phonics and teaches pupils words that are commonly spelt incorrectly.

Letter formation and handwriting is initially taught using the non-cursive Read Write Inc scheme. In year 2, pupils are taught to join their handwriting.