

Whole School Writing Approach

Writing approach EYFS

Following the Early Years Foundation Stage Framework, opportunities for building communication and language skills, as well as developing gross and fine motor control, are provided in areas of continuous provision daily. The development of oracy skills drives the curriculum. Children are immersed in stories, songs and rhymes and develop their own story telling through story making activities, helicopter stories and drawing club. Texts are chosen to cover a broad variety of genres, authors and cultures, as well as following the interests of the children. Children in the EYFS begin to write in the form of lists, notes, postcards, letters, captions, instructions, menus, recipes, stories and story maps, labels, speech bubbles... any many more!

The skills of writing are taught through small group and whole class sessions in the EYFS, including:

- Whole class daily phonics sessions
- Name writing sessions
- Handwriting sessions
- 'Funky fingers' activities (fine motor development)
- Drawing club
- Dough discos
- Writing lessons, whole class and small groups
- Dictated sentences in small groups
- Spelling sessions

Children have a theme-linked writing book where adult-directed writing activities are recorded. Each piece of writing has clear learning intentions. Children are encouraged to do their best and edit their work when appropriate.

Writing Approach – Years 1-6

Units of work are planned carefully across year groups to ensure there is a broad range of genres and text types, as well as clear progression within these. We make purposeful cross-curricular links where possible and use high quality model texts as the starting point for all units of work.

Phase 1

Phase 1 begins with a 'hook' – a fun and exciting way to build engagement at the beginning of a writing unit. This leads into an in depth exploration of the model text, with children experiencing and **exploring the model text as a reader**. In this initial Phase, pupils:

- Use whole class reading strategies (choral and echo reading) to explore the model text
- Explore the purpose and audience

- Explore likes, dislikes, puzzles and patterns/connections in relation to the text
- Explore the meaning of any new vocabulary
- Story map or text map with the teacher
- Orally rehearse the model text
- Use drama based activities such as role-play, freeze-frames, hot-seating and character maps, interviews and debates, or any other activities to explore the text

Phase 2

Phase 2 is about **exploring the model text as a writer**. This considers how the text was created by the author and why various features have been used for effect. This can lead to the creation of our 'writing toolkit' to provide us with a set of skills we can learn to use for our own writing. In this phase, pupils:

- Continue to read/rehearse the model text
- Identify features of the text type and why the author has used them
- Identify the punctuation and grammatical features used and why the author has used them
- Make links between reading and writing, recognising that words and phrases are chosen carefully for effect (every word earns its place!)
- Practice using the necessary SPaG skills in meaningful, short-burst writing activities

Phase 3

Once pupils have gained knowledge of the model text and they have practiced using SPaG features that make it so successful, they are now ready to begin developing their own written work. This will be in the same genre as the model text so that all the features can be applied. Phase 3 can take place more than once in a unit, if appropriate. In this phase, pupils:

- Will plan their written work, if necessary, in the most meaningful method possible
- Build up a piece of written work over a number of writing lessons
- Use the toolkit to choose and use ideas
- Are supported through whole-class modelling, as well as group/shared writes
- Are directed towards grammatical features to include as teachers continually assess progress
- Are reminded of the basic expectations of all writing – capital letters, full stops, handwriting, etc. tailored to the class' needs
- Use resources such as sound mats, word mats, picture prompts and any other resources
- Learn to edit their written work (purple polishing)

Phase 4

The final phase provides the opportunity for pupils to edit and publish their written work (editing pencils), or to create their own completely independent piece of writing. All pupils produce at least three independent writes each term to provide a true reflection of attainment and progress.