

What does writing look like at Badsley Primary? Intent

At Badsley we place high-quality literature at the centre of our writing curriculum. We strive to offer our children exposure to rich language models and examples of effective writing by leading authors, with the aim to inspire their own. Our writing curriculum is designed to captivate our pupils through the use of quality texts and engaging drama, motivating them to write for various purposes and audiences. We aim to nurture learners into confident and creative writers, equipping them not only for academic success but also for effectively expressing their ideas and emotions beyond the classroom.

Implementation

We place great emphasis on creating a culture where our children take pride in their writing, express themselves clearly and accurately, and adapt their structure and language choices to suit a range of audiences, purposes and contexts. Across both Key Stage 1 and Key Stage 2, our pupils are taught the four main types of writing: entertaining, informing, persuading, and discussing. This follows a developmental approach throughout the school, aligning with the strands outlined in the statutory framework for Early Years Foundation Stage (EYFS) and The National Curriculum.

Our Writing Journey process:

Read and Explore

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Explore a range of high-quality text types, these could include an extract from a book, engaging video, or poem. Discuss the author's intent, formality and audience. Look closely at how features, language used, unfamiliar words, figurative language, organisation (cohesiveness), techniques are developed.

Badeley Writing Journey

Drama Strategies

Explore a range of drama strategies that can encourage children to develop knowledge, explore character's feelings or provide experiences for the children to connect to their writing. Discuss how the language has been tailored towards the intended purpose, audience and tone within the quality texts. Provide opportunities for learners to develop their own ambitious vocabulary using the descriptosaurus, dictionaries and thesauruses. Develop banks 'magpied' from the quality texts and explore common exception words that could be used.

Developing Vocabulary

Developing SPaG

Teach relevant SPaG objective(s) and Exciting Sentences for the intended purpose and audience. Look for examples within the core text they explored and discuss how they have beer effective. Using the I-We-You approach provide opportunities for learners to write their own sentences using their newly developed vocabulary.

Planning

Using an appropriate template children can develop sentences and vocabulary (including common exception words) using their own ideas and those from the WW. Discuss and develop cohesive devices, layout of the text - refer back to the core text in **Read and Explore**.

Constructing and Writing

Children use WW, dictionaries, thesauruses, word banks, scaffolds and planning to construct their writing. Ample opportunities are provided for learners to orally rehearse their sentences before writing. Refer back to the intended purpose, audience and tone.

Editing and Improving

cohesive devices.

WAGOLL

Referring back to the purpose, audience and

tone, model writing a high-quality

paragraph using a similar topic through

new and previously taught vocabulary,

sentence structures, punctuation and

modelled, shared or guided writing. Model

Collectively edit a child's work, modelling how to insert new text, how to correct spellings and how to re-read. Children can use this time to peer or self-edit, checking spellings, re-reading and adding any missed vocabulary.

Marking and feedback

Live marking and verbal feedback can be used to provide guidance and support in writing sessions. During assessed pieces, peer/selfassessment is encouraged.

Showcase

To provide purpose for their writing, leaners can share their writing with intended audience as planned for on the short term plans.

<u>Impact</u>

In our approach to teaching writing, our overarching goal is to instil a love for language exploration in every child. We guide our children to write with a keen awareness of specific audiences, real or imaginary. Through our guidance, our pupils develop the ability to make informed judgments regarding the 'voice,' style, format, and vocabulary that is appropriate with the particular purpose, audience, and genre of their writing. Central to our teaching is the emphasis on writing with clarity, legibility, and accuracy. With particular attention to punctuation, spelling, and grammar. Furthermore, we foster an understanding that drafting, revision and proofreading are essential components of the writing process.

Our Ultimate End Goal: What will our children be able to do when they leave Badsley Primary?

We aspire for every child to leave Badsley prepared with the skills of an exceptional writer, characterised by the ability to write fluently. We strive to equip children with an extensive vocabulary bank and a comprehensive understanding of writing techniques, enabling them to enrich details and descriptions in their compositions. Our approach emphasises the development of skills in structuring and organising writing to suit the specific genre, incorporating a range of sentence structures. In addition, we focus on instilling strong transcription skills, ensuring that their writing is not only well presented but also accurately punctuated, spelt correctly and neatly composed. As part of our nurturing approach, we guide our pupils to re-read, edit, and enhance their writing, instilling the practice of producing work to the best of their ability.