



Writing Policy



Date: Autumn 2023

Review: Autumn 2026

Our Vision

The study of English develops children's ability to listen, speak and write for a range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical writers of stories, poems and non-fiction texts. Children gain an understanding of how language works by linking our reading and writing journeys and looking at language, its patterns, structures and origins. Children use their knowledge and skills in speaking and writing over a range of different genres.

Why do we do it?

- to enable children to speak clearly and audibly, and to take account of their listeners and provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them to become confident, independent writers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work and enable children to write in a variety of styles and forms showing awareness of audience and purpose;
- develop the powers of imagination, inventiveness and critical awareness in all areas of literacy.

Implementation

Our school provides daily English lessons that are progressive and support skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception, then through to the National Curriculum in KS1 and KS2.

At Ferndale Primary School, we teach specific grammar skills through our writing journey which are then applied in children's writing. As part of our enriched curriculum, English opportunities are planned through a variety of ways including through visual prompts, the use of the imagination studio and links to our class texts and curriculum topics.

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In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts or stimuli and give pupils the opportunity to practice writing and reading skills through the use of our learning journey. Teachers model these skills on regular basis and planning, editing, publishing are an integral part of the teaching sequence.

Handwriting sessions are taught regularly to the children and follow the Kinetic Letters scheme. From Reception to Year 4, children practise their handwriting in the front of their books daily. In Years 5 and 6 this is at the discretion of the English lead and those who still need support will be targeted by the class teacher or year group support. All children are expected to apply this joined script into their daily writing. Pen passes are given by AHT, DHT or HT when handwriting is judged to be fluent and consistently following our scheme.

Staff are given the freedom to plan lessons which they feel are pertinent to their children following the specific genre guidance. Staff use a set PowerPoint slide which includes a review it section- these should be planned into each lesson to allow the children to reflect and review their prior learning. The genre guidance allows the children to revisit each genre each term, allowing them to develop their knowledge and understanding of a genre over time. Word aware is used in each class to develop vocabulary and staff plan for opportunities to revisit these words to allow the children to use them in their writing.

Staff are able to support children in developing their long term memory of facts and skills through a robust system of reviewing and revisiting their learning. Children learn new ideas by reference to ideas they already know and our sequenced curriculum ensures that children have the prior knowledge to master new ideas. We understand that this reviewing of skills is effective only if teachers elaborate on them, and direct children's attention to the crucial similarities between existing knowledge and what is to be learned. Teachers should build on what children already know to support them in making further progress. **(See Teaching and Learning Policy for more information.)**

Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. Our school has 'Learning Zones' to support the needs of some of our SEND children, the staff in these zones work closely with teacher's and zone leads to ensure work is both appropriate and challenging for all children. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential.

Impact

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Teacher's record these on their planning documents, a working document that can be edited to meet the needs of the children.

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Children complete independent writing pieces within a unit of work, which are assessed against our writing criteria every term. Ongoing live marking and assessment supports and impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children are formally checked using Ferndale's learning ladders to ensure that they are using and applying the skills set out in the national curriculum but also the skills that we at Ferndale feel makes them effective writers. This document is then monitored by subject leaders and SLT. Children who are not on track are identified for intervention/target teaching and teachers have termly pupil progress meetings to monitor and track the progress of their own classes.

At the end of KS2 teachers use the Teacher Assessment Framework to report Teacher assessment. From September 2023, the KS1 Teacher Assessment Framework will continue to be used to support teacher assessment at the end of KS1 despite it now being non-statutory.

Children, through the skills based writing journey, know more and are able to apply their skills to a range of writing purposes. Revisiting each genre each term allows them to revisit the skills they already know and build on these skills, this in turn, allows the children to explore their own writer's voice through quality texts and writing opportunities the children can relate to.

Expectations and indicators of attainment

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding in a range of situations. We will make every effort to encourage our children to foster a love of literature.

Children **should**:

- Know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some ways in which narratives are structured through basic English ideas of setting, character and plot;
- understand and be able to write in a range of non-fiction genres and structure text in a style suited to its purpose;
- use grammar and punctuation accurately;
- have an interest in words and develop a growing vocabulary;
- write creatively and enjoy writing;
- plan, draft, revise and edit their own work;
- understand and use phonic systems and spelling conventions.

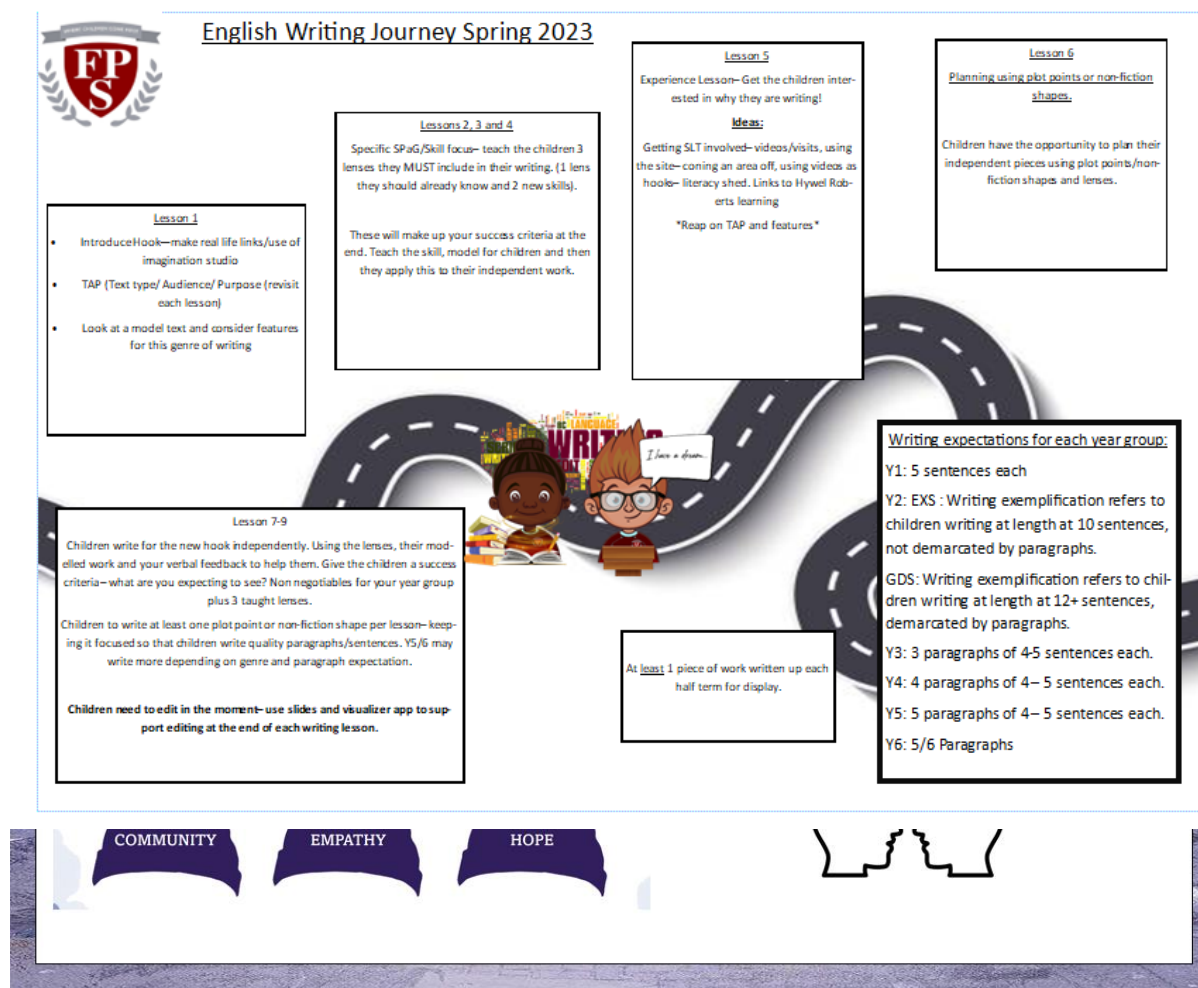
By the end of Key Stage One the majority of children should be working at the expected standard as defined by the teacher assessment framework documentation.

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By the end of Year 4, children will have been exposed to the National Curriculum for Years 3 and 4. The majority of children will be developing or secure. Most pupils should be secure by the end of Year 4.

By the end of Key Stage Two, the majority of pupils should be working within the range of developing to secure. Most pupils should be classified as working at the expected standard. Some children will be working at the expected standard with greater depth.

What do we expect the learning journey to look like?



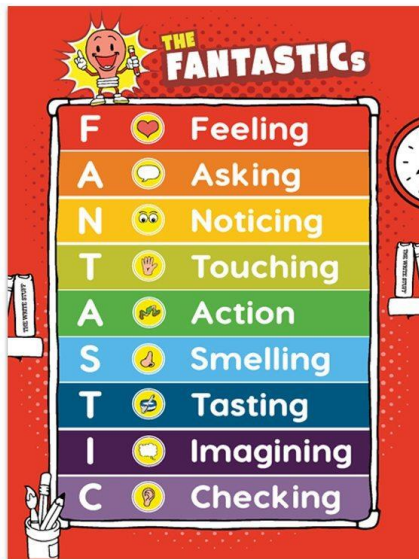
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Year 6

Term	Journey 1	SPAG	Journey 2	SPAG	Journey 3	SPAG	Journey 4	SPAG
Autumn 1	Basics <i>The Invisible</i>	Sentence types Subordinate clauses	Character description <i>Holes</i>	Parenthesis Relative Clauses Sentence Types	Biographies <i>Talking Turkeys</i> <i>Benjamin Zephaniah</i>	Colon Changing the position of clauses in a sentence Active/passive		
Autumn 2	Persuasive writing <i>Fairy tale- Goldilocks and the Three Bears</i>	Modal verbs Subjunctive form	Explanation text <i>Climate Change</i>	Subordinating and Co-ordinating Conjunctions Semi- Colon	Instructions <i>Zombies</i>	Imperative verbs Adverbs Parenthesis		
Spring 1	Diary <i>Sherlock Holmes</i>	Similes Metaphors Active/passive	Non Chronological Report <i>Harry Potter</i>	Bullet Points	Narrative <i>Skellig</i>	Direct Speech Formal/Informal speech EAST- emotion, action, speech, thoughts		

Our writing journey has been specifically designed to allow the children to write for a range of genres. By selecting interesting, engaging and appropriately challenging stimuli, the children will be exposed to quality, age-appropriate models consistently throughout their school life. Units of work, which are balance of fiction and non-fiction, are created upon themes and staff are encouraged to provide the children with 'real-life' writing opportunities. Genre guidance and a text type guide have been introduced to support staff in planning by clearly setting out structures of different writing genres and language features ensuring progression through school. The genre guidance allows for staff to re-visit and build on skills at least three times a year- once per term. This supports children's retrieval and storage of skills. A consistent learning journey is being embedded across school with objectives focusing on skill led learning. Jane Considine's 'The Write Stuff' has been adapted to fit with our journey, the less able and confident writers are supported with rich text-led sentence stacking and the Writing Rainbow. The Writing Rainbow supports children through the use of symbols to chunk and craft their thinking through both demonstrative and independent writing opportunities. The length of units depends on the genre type but units are no longer than 2 weeks in length. Shared and demonstrative writing are critical in exposing children to a range of language and sentence structures. Teachers are committed to supporting children in 'living' real or imagined experiences through the lenses of the Writing Rainbow. Staff are encouraged to prepare their lessons with links to key texts and vocabulary from a range of authors to support children in understanding the intent and purpose of their writing whilst also being immersed in rich, quality ideas and sentences.

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Teachers also employ a range of generic teaching strategies to support progress during lessons. Some of these which may be used appropriately are:

- Instruction/direction;
- Modelling, demonstrating or scribing;
- Explaining
- Questioning
- Discussing
- Consolidating
- Evaluating
- Summarising
- Peer discussion and assessment
- Collaborative improvement
- Differentiation through the metal system
- Hinge questions

Three SPaG skills are covered in lessons leading up to the planning stage of writing. Children are then expected to apply these skills in their independent writing. Each half term a piece of work will be selected to be 'published' and this work will be on display in classrooms.

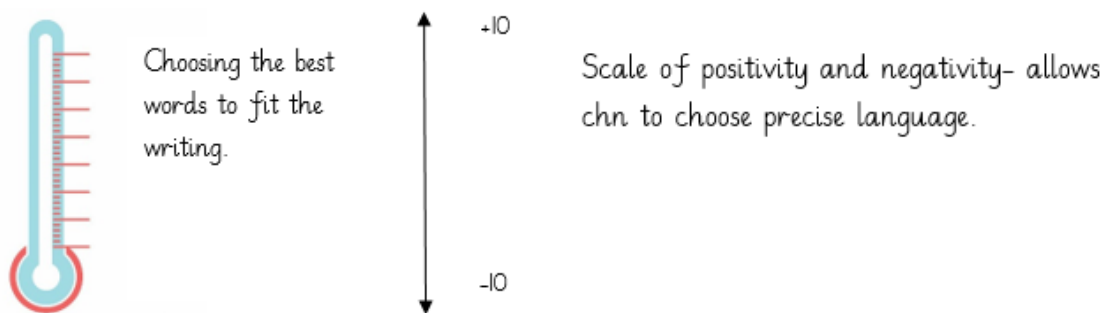
Vocabulary development

Developing a vocabulary bank for our children is key in supporting them to achieve in their writing journeys. Word aware has been introduced across school to support vocabulary development for all children. This is integrated into our lessons across the curriculum where a 'word of the day' is introduced for each topic or subject the children are exposed to. Staff are encouraged to introduce children to 'Tier Two' words- high utility academic vocabulary found in texts but less likely to be seen in speech. Staff will introduce, explain and review

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vocabulary, using their Word Aware display to support children in employing these words in their writing.

In English lessons, children will be introduced to vocabulary through texts and will consider whether vocabulary has positive or negative intent. This allows children to explore language with support from the teacher and connect the new vocabulary they uncover with what they already know. The thermometer of positive and negative language guides children to pick precise vocabulary suitable for their intent and pick appropriate words for the purpose of their writing. The aim of this is to boost attainment in writing both at KS1 and KS2 assessments.



Link vocabulary and the lenses to reading- we are noticing what authors do- using the lenses- is the intent of the language used :) or :(?

Handwriting:

Forming a key statement in reaching the expected standard at both Key Stage One and Key Stage Two, Handwriting is a key lesson in our school day. At Ferndale we believe that good handwriting raises self-esteem and enables our children to communicate effectively. An expectation of neat handwriting is just one of the ways we show that we are setting high standards in general and in presentation in particular. In order to facilitate the achievement of this, it is essential that there is a consistent approach towards handwriting and the presentation of work throughout the school. All children should be aware of the standards expected of them and know that this will apply whichever adult is taking the class. This consistency will ensure expectations are raised by all staff and embed in all children a sense of pride in how their work should look. Ferndale Primary has adopted Kinetic letters as a handwriting scheme

Kinetic letters encourage:

- Automaticity – Formation, orientation and placement of letters becomes automatic which frees up space in the working memory.

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- Achievement – Fast, legible and fluent handwriting underpins success in every curriculum area.
- Confidence – Good handwriting creates a positive initial judgement.
- Creativity – When handwriting is automatic, the brain can concentrate on content.
- Reading – Writing and reading are reciprocal skills, so improvement in one, helps the other.
- Phonics and Spelling – legible handwriting means children can read and correct spelling.

This scheme has been introduced across school from Early Years to Year 6 and teachers have been trained in delivering this handwriting scheme. Handwriting is taught daily and is recorded the front of Writing books with staff giving verbal feedback to support handwriting progression. In Years 2 and 6, a separate book for handwriting evidence may be used to support moderation.

Through the use of Kinetic letters, we aim to ensure that pupils are supported in developing a clear, legible, joined-up handwriting style by the end of Key Stage One and that by the end of Key Stage Two; this will progress into a fast, flowing, mature and personalised handwriting style in the Kinetic Letters script.

Pen passes are awarded to children to show this consistent approach. Once they are identified by the teacher who acknowledges that the child has taken great care, SLT will then award the child with their pen pass.

Spelling:

At Ferndale Primary School, we encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our pupils to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing. Our pupils to enjoy exploring and investigating the patterns and contradictions of the English language and we encourage them to take delight in what they discover.

Through the use of Pathways to Spell, Years 1-6 will have daily spelling lessons and practice working with a weekly spelling rule or theme as well as introducing challenge words. This is set out in a PowerPoint with daily challenges as well as setting spellings as homework. (See homework policy for details). Spelling practice is recorded in spelling books with staff expected to monitor and effectively deploy interventions to those who require additional support. Weekly spelling application challenges allow teachers to see how well children have retained the rule for this week, this is recorded on a spreadsheet which is accessible by SLT and the English lead for monitoring purposes.

Writing in Early Years

Physical Development

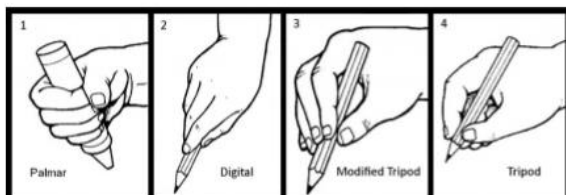
In Early Years, before children can control the muscles in their hands in order to hold a pencil to write, they need to develop their gross motor skills so that core, shoulder, elbow and wrist strength increases. As well as this, fine motor skills need developing for the hand and finger strength required to grip a pencil. Carefully planned provision ensures there are frequent opportunities to develop both fine and gross motor skills. In nursery, children complete 'Write Dance' sessions where music is combined with actions involving large muscle groups to help develop gross motor skills. In Reception, children participate in 'Dough Disco' where play dough is rolled, prodded, squeezed and shaped to increase hand strength. Other activities to strengthen hand and finger muscles and improve dexterity in the hands include threading, use of tweezers and pegs, popping bubble wrap, zipping coats and working with small resources.

Mark Making

The process of writing begins with mark making at an early age. Children require space to explore making marks and both large and small scale opportunities are provided throughout the setting including outdoors. Resources for mark making and writing such as chalk, crayons, paint and water are available. Adults encourage children to use the resources during child-initiated sessions and talk to them about the meaning of the marks they have produced. This helps to give children confidence to experiment more with mark making and extends their understanding of how writing works. Adults model the possible purposes for writing in the role play areas. For example, they might write a list of jobs that need completing in the construction site or a price list for the hairdressers to show that writing has meaning and a purpose.

Writing

Once children have developed both gross and fine motor skills and have experienced different forms of mark making they will begin to have the necessary strength to control a pencil. Staff recognise the different grips children may use.



In Nursery, children have a name tag which they are encouraged to bring into and hang up in the setting. They will attempt to copy the shapes of the letters of their name and begin to identify their own name and that of their peers. With regular practice, many children are able to accurately copy the letters in their name.

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Once children begin phonics sessions, they start to develop grapheme/ phoneme correspondence. This is when the writing process develops further as children begin to write recognisable words for meaning. In Reception, in Literacy sessions, adults call individuals and small groups over to complete short tasks related to the focus text at that time. Adults encourage all children to attempt to write; this could still be mark making for some children.

Phonics:

We follow the Little Wandle phonics programme at Ferndale Primary School. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts, children must learn to recognise and decode words on a page.

Children should be taught four skills:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes.

It is generally accepted that English has 44 sounds (although this number varies slightly, depending on regional accents). The way the 26 letters of the alphabet are used in English (singly or in combination) to represent the 44 sounds is referred to as the alphabetic code.

In the alphabetic code in English:

- a single phoneme can be represented (spelt) in different ways, using one, two, three or four letters. For example, the sound /aw/ can be represented as 'or', 'saw', 'haul', 'lore', 'fraught' and 'sought'
- one grapheme (that is, a letter or combination of letters) can represent different sounds. For example, the digraph (two letters) 'ow' sounds different in 'crowd' and in 'low'; the four letters combined in 'ough' are pronounced differently in 'through', 'rough' and 'bough'; the letter 'c' represents a /s/ sound at the beginning of 'circus' and a /k/ sound in the middle, and so on.

Good quality phonics teaching allows the child to be secure in the skills of grapheme/phoneme correspondence, word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills

Children in Reception and Year 1 receive daily, 30 minute, discrete phonics sessions. In Year 2, phonics teaching and revision is incorporated within sessions focusing on developing grammar. Depending upon the cohort of children, phonics sessions may be delivered to the whole class or to smaller groups.

Ongoing, regular and detailed assessment of children's phonic knowledge enables class teachers to identify, and provide immediate support, to any pupils falling behind the programme's

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pace. This is where children may receive additional phonics practice in addition to their usual phonics session. **(More information linked to phonics can be found in the Phonics and Early Reading policy.)**

What does an English lesson look like?


With support from staff, specific slides have been created to support the planning and teaching of writing.

Each lesson starts with a skills based objective and a breakdown of key vocabulary and skills for the children. Children will then complete a Snappy Starter with SPaG questions appropriate for their year group. In Key Stage One this may be one question or a review of skills from a previous lesson. Word aware is then used to introduce tier two vocabulary for that lesson with an example of how the vocabulary may be applied to a sentence. Teachers then review the learning from previous lessons before introducing new learning. Staff are encouraged to use critical thinking and higher order questioning to 'deepen' the children's understanding of the skill they have taught. Children are then set a task which is adapted to support the needs of all learners within the classroom. Staff then assess children's knowledge through helicoptering and on the spot verbal feedback to ensure that misconceptions are dealt with in a timely manner. Staff are expected to work closely with their year group teams to adapt and alter lessons based on the needs of their individual children and to use the planning document as a working and changeable document to suit the needs of the children.

Tuesday 5th September
LO: To accurately punctuate a range of sentences

Success Criteria:

- Capital letters (start of the sentence and proper nouns)
- Accurate punctuation to end a sentence (.)
- Variety of sentences
- Adventurous but appropriate vocabulary

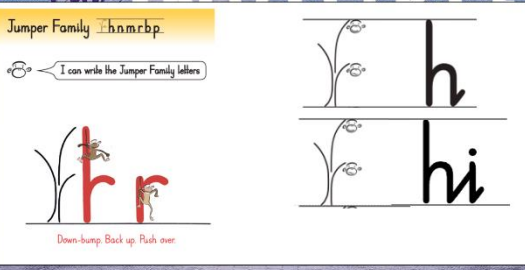


THE INVISIBLE
FROM PERCIVAL

Handwriting

Jumper Family **hnmrbp**

I can write the Jumper Family letters



Down-hump. Back up. Push over.

Word Aware

Invisible adjective
unable to be seen.

The little girl felt invisible in a huge, lonely world.

Snappy Starter

Capital letters and full stops


Add the missing capital letters and full stops to these sentences:

- 1) my grand lady will be here soon
- 2) even though i should go to the zoo
- 3) i started at westwood primary today
- 4) the olympics run every four years
- 5) my birthday is in july
- 6) dad and i went to see grandma on tuesday
- 7) my brother alex will be five soon
- 8) it's nearly christmas i can't wait
- 9) we always have an egg hunt at easter
- 10) we might go to greece in june

On your whiteboards correct these sentences using capital letters and full stops.

TAP

T	text type	Picture Book
A	audience	Children
P	purpose	To educate and entertain



New

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POVERTY GRATITUDE INVISIBLE

How do these words link to the text?



[Type here]

Do

List sentence

My turn:

It was a cold, lonely, desolate morning but the snowflakes gave their own friendly greeting.

Your turn:

On your A3 pieces of paper, can you create your own list sentence?

Assessment for Learning

Which sentence did you find it easiest to create?

Were there any sentences you found tricky?

What do you think your next steps will be?

SPaG slides:

Modelling

Underline the adjectives in green and the nouns in blue.

1. The blue balloon.
2. The white ball.
3. Her long hair.
4. The cold car.
5. The warm coat.
6. The angry lady.
7. The tasty dinner.
8. Its black eyes.
9. His annoying brother.
10. Her lovely husband.

Doing

Underline the expanded noun phrases in the sentences below.

1. The adorable, fluffy dog barked loudly at the mailman.
2. She wore a beautiful, flowing dress to the party.
3. The old car spluttered and stalled on the highway.
4. The tall, slender tree swayed gently in the breeze.
5. I found a fascinating, ancient artefact buried in the sand.
6. The cosy, well-lit room provided a welcoming atmosphere.
7. His expensive laptop crashed unexpectedly.
8. The delicious, homemade apple pie made everyone smile.
9. The tiny, chirping bird built a nest in the tall oak tree.
10. We discovered a mysterious, hidden cave deep in the forest.

Proving

1. Miss Monaghan thinks she has ticked the part of the sentence which includes an expanded noun phrase.

Do you agree? Explain your reasoning. (2 marks)

The film starred many world-famous actors.

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2. Choose the most appropriate option to complete the expanded noun phrase.

The _____ children always say please and thank you.

Explain your reasoning (2 marks)

Applying

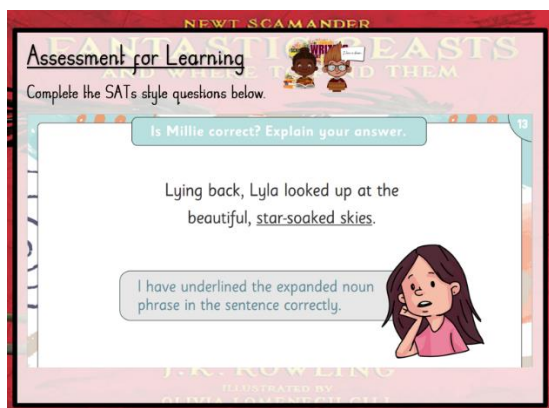
Using the image, create 5 sentences which include an expanded noun phrase. Underline the expanded noun phrases. Use a range of sentence types.



For example:

Spreading its wings, the regal, impressive Thunderbird swooped down to protect the citizens below.

[Type here]



What should books look like?

Learning journeys should be evident through a sequence of lessons within a book. Handwriting should be recorded in the front of writing books and spelling lessons should be in the back of Writing books with verbal feedback and peer and self-assessment used to develop these skills.

Staff should work alongside children throughout a journey providing instant feedback to children. Verbal feedback should be evident in identifying and correcting any mistakes or misconceptions and to move children's learning on within a lesson. In their final writing piece for a journey, green pen should be evident showing how the children have worked collaboratively with a partner or with adult guidance to make changes to improve their work. A teacher's input or verbal feedback will be seen in blue pen or through the use of stamps in Key Stage One. **(See Marking policy for further details.)**

Monitoring:

The quality of teaching and learning is monitored through lesson observations, planning scrutiny, data, POP ins, pupil conferencing and through the monitoring of books. In addition, continuity and progression across the school is monitored by the subject leader in moderation and staff meetings. Staff meetings are planned for to support gaps in subject knowledge or provide support and CPD to improve writing across school.

A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress.

Staff Development:

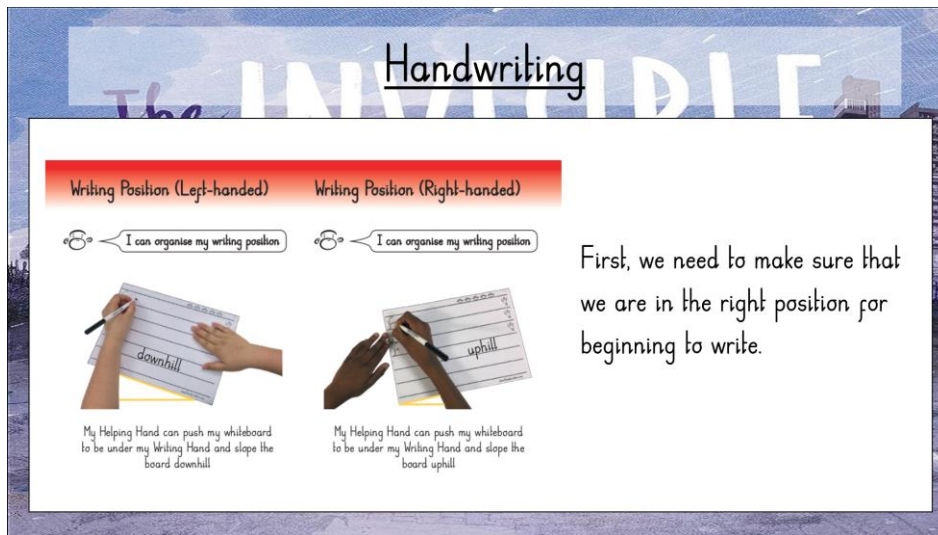
Through monitoring and evaluation, areas of development and training are identified. With support from the English Co-ordinator and SLT, teachers are expected to keep up to date with

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subject knowledge and make use of materials within school and materials provided during staff training.

Equal Opportunities:

Some children, including left handed writers, find the pencil grip and position of the pencil difficult. Teachers will need to support and remind children about these areas whilst continuing to use appropriate strategies to help support their writing.



English and Inclusion:

At our school, we teach English to all children, whatever their ability or individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those with special gifts and talents, pupil premium, looked after children and those children learning English as an addition language and we take reasonable steps to achieve this.

When progress falls significantly outside of the expected range, it may identify that the child has a special educational need or disability. Our assessment process looks at a range of factors- classroom organisation, teaching materials, teaching style and differentiation- so that we can take additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected outcomes. At Ferndale, children working below National Curriculum are assessed using B-Squared or Sandwell Skills Ladders. This ensures our teaching is matched to the needs of our children and specific targets are created relating to English.

Parental and Community Involvement

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We value our parent involvement in children's development of their writing and promote a home school partnership in the following ways:

- Sharing information: newsletters/parents' leaflets
- Celebrations: assemblies, school performances and displays
- Homework: in-line with our homework policy and home/school agreement

Assessment, Reporting and Recording

Assessments are made in line with the school assessment policy. Teachers report to parents three times a year in parents' evenings, interim report in the Spring term and in the annual report to parents. Children are assessed on entering, and this is on-going throughout their school life. Writing data is tracked through SIMs, discussed in pupil progress meetings and moderated by SLT. Teachers are provided with learning ladders, with objectives linked to the National Curriculum, to support their judgements and planning next steps for their children. Teachers are expected to moderate one piece of writing per half term to support their subject knowledge and the moderation process, from this staff should be able to identify gaps and targets for the children within their classes. A robust and developing system of moderation and monitoring, including cross school moderation and outside schools, ensures the accuracy of judgements in line with national standards.

Resources and Accommodation:

Every class has access to basic resources for writing including dictionaries and thesauruses.

Each class has a library box which contain a range of up-to-date fiction and non-fiction books. The school is committed to updating these regularly to ensure children are exposed to high quality literature throughout school with the pupil's choices being at the forefront of books purchased. There are also a wide range of decodable phonics books to ensure every child has access to a decodable reading book reinforcing skills across the curriculum.

Enrichment events may be organised including storytellers, authors, visiting drama specialists and theatre groups and visits.