

Writing at Greet - Overview

'One book, one pen, one child and one teacher can change the world' – Malala Yousafzai

At Greet, we are driven by the collective mission of ensuring that children understand that **there are no limits to what they can achieve**. It is through this relentless ambition and high expectations that we seek to **achieve excellence** for our children, to develop their **social intelligence** and to develop their understanding of how to live **ethical lives**. We do this so that our children can go on to live their best lives, with respect for and understanding of others and the world around them.

The aim of our English curriculum is for **all children at Greet to develop into effective communicators**. We achieve this through an integrated programme of spoken language, reading, writing and vocabulary. Pupils will experience a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

English encompasses so many crucial elements of life in the modern world. The study of English is key to our personal development and, through the learning and progression of effective written and spoken communication, it is the foundation for all our learning.

Greet Primary School firmly believes that the teaching of our English curriculum will be inclusive to all children, inspiring them through a detailed, well-thought-out curriculum, which will enable them to make good progress.

Rationale

Writing is an integral part of education and success in society. We strive to establish secure foundations in writing for every pupil in order to support them to move on to the next stage of their education journey.

For this reason, we:

- prioritise the teaching of reading and oracy, alongside writing, to ensure all children can speak and write fluently so that they can communicate their ideas effectively.
- develop children's attitudes towards writing so they leave school with a genuine enjoyment of writing.
- teach children to form letters accurately in EYFS, developing automaticity as they move from print to cursive in Year 1 and beyond.
- help children to learn to structure sentences correctly, learning a range of grammatical conventions.
- become accurate spellers by developing the phonic knowledge learnt in EYFS and KS1 and learning spelling rules and conventions in KS2.

Our writing commitment

To develop confident and purposeful writers we:

- plan engaging units of work to enthuse, inspire and motivate pupils to want to write!
- make links, where appropriate, between our reading, writing and humanities curriculum so pupils write for a purpose.
- provide authentic purposes and experiences throughout the curriculum for children to base their writing on.
- use extracts and examples of high-quality texts, picture books and novels as a basis for our writing.
- create learning environments that are stimulating but supportive and calming to ensure children can access the scaffolds needed to support their developing talk and writing.



EEF – Improving Literacy Guidance (KS1 & KS2)

We form our writing curriculum on the basis of the key recommendations from the Education Endowment Foundation research guidance on improving literacy at Key Stage 1 and 2. These documents can be found here:

[Education Endowment Foundation | EEF](#)

Approach

Our writing curriculum makes links, where appropriate, to our class reading texts and our humanities units of work for each term. This ensures writing is purposeful, interesting and enhances opportunities to write and learn in different areas of the curriculum. We provide exciting and stimulating experiences, such as visitors and trips, to provide pupils with authentic reasons to write.

Across a term, classes in Year 1 to 6 will produce a narrative piece of writing (Writing to Entertain), a non-fiction piece of writing (Writing to Inform, Persuade or Discuss) and a piece of poetry (Writing to Entertain). Daily writing lessons are inspired by high quality picture books or novels for fiction writing, and real non-fiction model texts for non-fiction writing. Challenging texts are chosen to ensure that children have an excellent model for their own writing. Children are exposed to a range of classic and contemporary poetry. They use these poems as a model for their own writing.

The skills of composition, spelling, punctuation, grammar and transcription have been mapped for each year group across the academic year to ensure progression and support mastery. Teachers write their own WAGOLL (What A Good One Looks Like) for each unit to ensure the spelling rules, punctuation and grammar skills need to be explicitly taught are built into the text examples and are modelled clearly.

At the end of each unit of work children publish their work. This may take a variety of forms: a blog post for our school website or a video for our You Tube channel; a beautifully written 'best' piece of writing; sharing narrative pieces with a younger child in school during a shared story time; a poetry performance in assembly; an opportunity to deliver speeches or act out playscripts.

Ensuring that our writing curriculum is inclusive is paramount. Lessons are planned for all and adapted according to any needs within each class. Some adaptations that may be made are using visual and vocabulary aids to support children at the planning and drafting stage, having targeted groups with a guided writing structure to support and scaffold learning and adapting outcome expectations if necessary. Children are taught in a whole class setting to support the understanding and progression of language and vocabulary.

Writing for a Purpose – Michael Tidd

The core principle of Writing for a Purpose is to focus on 4 main types of writing: Writing to Entertain, Writing to Inform, Writing to Persuade and Writing to Discuss. Pupils focus on commonalities between text types rather than children learning 10 or more different 'genres'.

Fiction and Poetry

Michael Tidd's framework for fiction and poetry is classified as Writing to Entertain. We use the framework to bring together an overview of the text features and grammatical points, alongside impact on the reader to ensure relevant learning and teaching is taking place.

Non-Fiction

Michael Tidd's framework for non-fiction writing is classified as Writing to Inform, Writing to Discuss and Writing to Persuade.

The progression through text types is shown in the table below:

	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Reception Y1 & Y2				
Year 3 & 4				
Year 5 & 6				

Writing Process EYFS

During their time in EYFS, children at Greet will be provided with a rich learning environment that fosters love for both reading and writing. Children are taught the two dimensions of reading; language comprehension and word reading using a wide variety of stories and non-fiction texts, poems, rhymes, songs. We want children to move to Year 1 confident in reading decodable words and words that they are not able to sound out.

They will write simple sentences that can be read by others and will be supported with their handwriting so that they can write letters correctly. Children will have the opportunity to articulate their ideas and structuring them in speech to support them to write simple sentences, whilst demonstrating their secure phonic knowledge. They identify purposes for writing, e.g. cards, stories or shopping lists. Our pupils know that their writing is highly valued and can always be improved by reflecting on the process.

Writing is taught through:

- daily phonics sessions
- daily literacy group focus with their class teacher
- twice weekly small group next step writing focus groups (closely linked to children's phonics)
- writing opportunities embedded throughout continuous provision

Teachers use our Reception Writing Next Steps planning document alongside our Reception Writing Progression framework to support children to develop their early writing skills.

The process of writing across a week might look like the following:

	Monday	Tuesday	Wednesday	Thursday	Friday
Teach	Reading to class (using phonics techniques)	Modelling Reading words containing known sound	Oral Storytelling Helicopter Stories	Writing Phrases/sentences - using Greet Writing Programme	Writing Phrases/sentences - using Greet Writing Programme
Focus Group	Discussion with groups Talk about stories and make connections with events in their own lives or other familiar stories.	Reading words (Sounds-Write) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.		Writing Words: Use phonic knowledge to spell words. Spell words by identifying the sounds and then writing the sounds with letters.	Writing Phrases/words Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Y1 Writing Process

Year 1 is an important bridging year, supporting children to move from the Early Years Foundation Stage Profile to the national curriculum. To support the children in continuing on their early writing journey we have developed a writing process that:

- closely follows the children's phonic level (Sound-Write stage) – writing in Y1 follows an EYFS model with the children taught in focus groups.
- focusses on oral storytelling and re-telling of stories and texts to build up the children's schema.
- is closely linked to reading and uses reading VIPERS to support the children to unpick texts and understand them.
- builds in time for the children to explore characters, setting and simple narrative story arcs.

Listen (Immerse)	Listen to the focus text as a class.
Join In	Choral retelling of the story (narrative retell units only).
Respond (Immerse)	Listen again.
Retell (Immerse)	Oral rehearsal of the text. Sequence and story map (for narrative retell units only).
Explore (Genre)	Explore a character, setting or the story arc/part of the story arc.
Innovate (Spring onwards)	Change something within the text.
Write (Draft)	Writing ideas down on paper that have been explored in the stage above.
Perform & Publish	Children to say their writing aloud and copy up their writing into best.
ASSESSMENT	

Writing Process Y2 to Y6

Once the children move from Year 1 into Year 2 they continue their writing journey following our Y2 to Y6 writing process. This process provides a structure for our writing lessons: it is based on research and studies linked with pupils' progress in writing. We believe our writing process helps pupils to think and work like writers.

During the course of a unit of work pupils complete sentence level and short burst pieces writing to help them gain the skills needed to build up to their longer, final piece. At the start of a unit pupils often writing in collaborative groups or pairs to support the development of ideas. We also use drama and role play techniques to explore scenes and scenarios in before putting pen to paper.

	Enjoy & explore the text and examples of the text.
	Share a WAGOLL. SLAP the text! (Identify Structure, Language, Audience, Purpose) Focus teaching on identified skills at grammar & sentence level.
	Box up, bullet point, mind map, story map your ideas. Oral rehearsal.
	Write, proof-read and improve.
	Write up in best and perform (if appropriate).
ASSESSMENT	

Planning

High Level Plans for writing are reviewed at the beginning of each academic year and encompass a range of texts and text types to be taught.

Medium Term Plans (MTPs) have been created using the writing progression framework for each year group. Units of work have been mapped across the year to ensure progression in grammar and punctuation skills.

Teachers use MTPs to plan weekly writing lessons. They follow our writing process and use our Implementation Model to structure lessons. Teachers use the Birmingham SEND Toolkits to support making adaptations for individual pupils with SEND.

Tools to support planning

We use the following documents to support weekly planning:

- Michael Tidd's Writing for a Purpose
- Alan Peat's Sentence Structures
- Grammar for Writing

Punctuation and Grammar

The teaching of grammar and punctuation has been planned across the year and is embedded in our writing curriculum. The teaching of grammar and punctuation is linked to the unit of writing being taught and is taught in context.

Alan Peat's Sentence Structures have been mapped onto our progression framework, matched to national curriculum objectives. The sentence types are designed to help children to write exciting, sophisticated pieces that use the right tone for their purpose.

Handwriting

We use Letter-join as the basis of our handwriting policy as it covers all the requirements of the 2014 National Curriculum. Our teachers are encouraged to use neat handwriting for any modelling to the children, written marking in books and communication to parents in accordance to the year group that they teach.

In EYFS and year 1 we use print, which is in line with our phonics scheme, and pre-cursive is introduced in Year 2 ready for the children to join in KS2.

Handwriting is a cross-curriculum task and is taken into consideration during all lessons. However, formal stand-alone handwriting sessions are needed to enable clear teaching and modelling. These take place at the start of writing lessons.

Assessment

Gaps are identified, in composition, spelling, punctuation and grammar, from marking children's daily writing, assessment of end of unit independent writing to form next steps, and termly teacher assessments using their year group writing TAF (Teacher Assessment Framework). Teachers complete a TAF for every child. These are used to determine:

- planning for next unit
- targeted support for key children.

TAFs will feed into teacher assessments for each assessment period.

Interventions & catch-up

Pupils who are falling behind age related expectations are identified early by our school tracking systems. During termly pupil progress meetings teachers, Senior Leaders and our school SENDCO work closely together to plan and monitor support put into place for those pupils in need.

Catch-up support takes the following forms:

- handwriting intervention groups
- focus groups for spelling with PSAs
- small group sentence construction support using Colourful Semantics
- short term, targeted writing groups run by SLT