**Teaching of Writing at Keelby Primary Academy**

All Year Groups – from EYFS to Year 6 – have the Power of Reading Sequences at their core so that children have high quality texts as models for writing. These texts and teaching sequences also provide engaging and fundamental experiences to inspire children’s writing ideas. These are carefully adapted to suit the needs of our individual cohorts. All teaching stuff are fully trained in The Write Stuff approach to the teaching of writing. Key pedagogies from The Write Stuff are interwoven through the Power of Reading sequences: a focus on meaningful vocabulary choices (theasaurus thinking); the use of the dual-coded Writing Rainbow to encourage indepent thinking regarding ideas, grammar and techniques of writing; plot point mapping for planning fiction; using shapes to break down non-fiction texts; and analysing high quality models of text types. Grammar techniques are taught ‘in the moment’, so the grammar is relevant and can be applied during independent writing effectively.

**Our Writing Practice:**

* Teachers use a blended teaching approach of The Power of Reading and The Write Stuff to ensure that writing stems from high-quality and age-appropriate texts, alongside strong pedagogies for teaching which include dual coding, thesaurus thinking, drama techniques to gather experiences, effective modelling and repeated, independent writing practice. We have taken this approach because we recognise that enthusiastic readers are enthusiastic writers and vice versa.
* Appropriate writing genre coverage is ensured across FS to Year 6 by using the ‘Writing for a Purpose’ document: <https://michaelt1979.files.wordpress.com/2016/08/4-writing-purposes-guidance1.pdf> to map out which text types will be studied and written across the school year, and across whole of a child’s Keelby journey.
* Yearly writing expectations are stuck into the front of each child’s English book. This should form a basis for self and peer assessment, as well as a half-termly assessment of each child’s writing by the teacher.
* Writing lessons take place daily, for approximately one hour.

**Our Handwriting Practice:**

* Handwriting is taught from the beginning of a child’s journey at Keelby Primary Academy. Our expectations for handwriting and presentation are high in every year group.
* Handwriting is progressive across the school, and will develop as follows:  
  - In EYFS, children will learn physical preparation for handwriting: gross and fine motor skills leading to mark-making, patterns and printed letter formation  
  - In Year 1, children will learn to print letters without ‘leading in’  
  - From Year 2, children will begin to form joined letters by leading in and leading out of their printed letters  
  - In Lower Key Stage 2, joined handwriting is expected on the necessary letters (legibility, clarity and consistency is a priority)  
  - In Upper Key Stage 2, the above are expected alongside increasing speed and fluency. A personalised, yet presentatable, handwriting style may be developed
* We encourage children to earn a ‘pen licence’ in Key Stage 2 when they have achieved joined, legible and consistent handwriting
* ‘Letterjoin’ is utilised for children to practise correct letter formations and joins, both in school and at home

**Our Spelling Practice:**

* We follow the Jane Considine Spelling Book to teach spelling
* This approach encourages children to ‘become spellers’, rather than learning individual spelling lists, by making connections, finding patterns and learning ‘best fit’ spelling rules. This entails an explicit teaching of morphology and etymology of words that are familiar, organising graphemes connected to their phonemes, focusing on suffixes and prefixes, considering syllables and interrogating homophones
* We apply key Keelby pedagogies to the teaching of spelling, such as an interleaved approach (words, sounds and spelling patterns are interleaved throughout the year and across the year groups), regular low-stakes quizzing/retrieval, encouraging connection-making and promoting independent strategies.
* Where appropriate, children will complete activities based on these pedagogies in their Spelling books.