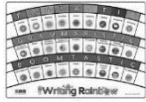




Writing @ Middlethorpe Primary Academy

All year groups will use a Power of Reading text as a driver text for their pieces of writing each half term. This process is used to raise the engagement and attainment in reading and writing.

Writing



Writing is taught through a driver text each half term and the texts are carefully selected from the Power of Reading scheme. Staff have the access to the Power of Reading plans for their texts; however, plans are flexible and adapted to ensure that children have plenty of opportunities to write. All staff are trained to teach 'The Write Stuff' approach to writing and this is incorporated in to writing lessons across the school. Staff are to follow the 'Writing Journey @ Middlethorpe' document to carefully plan each of their writing units, creating a S plan which sequences the learning journey for that genre. The journey will start with a hook into the genre or topic, followed by a text interrogation of a model text. After this, the children will have plenty of opportunities to write and develop vocabulary through sentence stacking lessons and short burst writes before planning, writing, editing, and publishing their own final piece. Staff are to follow the LTP provided to ensure that a range of genres are being covered including fiction, non-fiction, and poetry.

Each POR teaching sequence has writing opportunities included and the opportunity to practice grammar and punctuation linked to the learning objectives for each year group.

In KS1 and KS2, the writing for purpose guidance is used to structure teaching of writing.



In **KS1** children are taught to write **to entertain**- stories, descriptions, poetry and writing in character. They are taught to write **to inform**- recounts, letters, instructions, and information writing (posters etc.)



In **LKS2** children are taught to write **to entertain**- stories, descriptions, poetry, and character/settings descriptions. They are taught to write **to inform**- explanation texts, recounts, letters, biographies and newspaper articles. They are also taught to write **to persuade**- advertising, letters, and speeches.

In **UKS2** children are taught to write **to entertain**- narratives, descriptions, poetry, and characters/settings. They are taught to write **to inform**- reports, recounts, biographies, and newspaper articles. They are also taught to write **to persuade**- advertising, letters, and speeches they are taught to write **to discuss**- balanced argument, newspaper article and review.

For the longer writing opportunities (at least 2 per unit) children will have the opportunity to draft and redraft. At this time the teacher will model the writing, children will write using the rubric for their writing. This draft will be marked in detail by the teacher and specific feedback will be given. At this point the teacher may decide to put in lessons to teach specific features in groups or whole class. The child will then redraft the writing working on the targets given and using the rubric. The final draft will be marked against the assessment sheets at the front of the children's book.



There should be at least 4 pieces of evidence in books per week and all pieces should be marked.

Spelling

In Y2 to Y6 we use the 'Scode' Spelling Scheme to enhance our teaching of spelling through the Advanced Phonic Code.



The 'Scode Spelling Scheme' by Emma Skeldon and Jill Warburton teaches children how to spell using the advanced phonic code, exploring sounds in words, and using codes in order to spell them. We also teach children morphology through 'Marvellous Morphology' lessons and etymology through 'Extraordinary Etymology' lessons. Throughout the scheme, there are opportunities for retrieval activities to embed the learning from previous lessons.

Handwriting



Each of the key stage requirements for handwriting are met by teaching and using 'Letter Join'.

In Early Years the children begin by following pre-cursive patterns which naturally leads on to the introduction of real letters. In KS1 children master correct letter formation including capital letters and numbers then move on to writing cursive letters and how to join them in Year 2. In KS2 children build on skills learnt in KS1, improving legibility, consistency, and quality of handwriting.

For children in UPK2, where handwriting is established and is neat and legible, Letter Join is used in appropriate ways to maintain consistency and target those children which need further support. For example, handwriting is used and incorporated into shirt SPAG lessons and targeted interventions.

Letter Join can also be accessed at home via iPads.