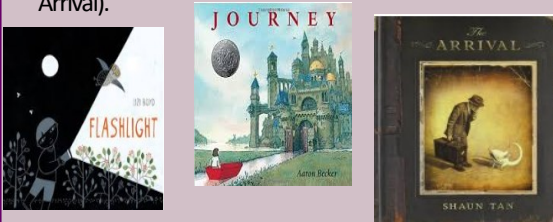


Writing Weeks

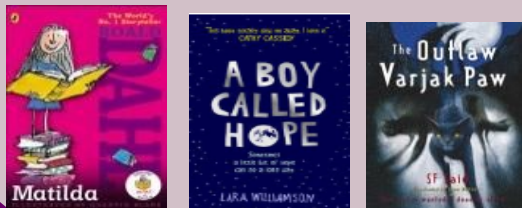
Every term the whole school devotes two weeks to the study of a high quality book by well-known authors. The children become familiar with the story using story-telling and story-mapping. Then they read it closely to unpick the vocabulary, grammar and punctuation choices the author has made. Finally, they use it as a model to write their own narratives. In the first term, children will be encouraged to be innovative writers as we study picture books such as Flashlight, Journey and the Arrival).



Books which children will study in Key Stage 1 include:



Books which children will study in Key Stage 2 include:



How to Support Your Child

There are lots of ways to support your child at home. Here are a few ideas:

- The basis for good writing is through purposeful talking. Encourage your child to talk at length, in full sentences, about things they have done or places they have visited, using the language they will need to write down.
- Encourage your child to write for a purpose, for example, they could write a list of things they need to take on holiday or pack for school.
- Play word games like 'I Spy', (<https://www.wikihow.com/Play-the-I-Spy-Game>) 'Boggle' (<https://www.wikihow.com/Play-Boggle>), 'Scrabble' (<http://www.scrabblepages.com/scrabble/rules/>) to build their vocabulary and improve their spelling.
- Praise your child's writing! It's not easy to get everything right as they are learning so pick out something that they have done well and celebrate this with them.

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Writing Information



Good Writing

The new National Curriculum identifies two main dimensions to writing that children need to master in order to become effective writers. Firstly, the skills of transcription, which include the ability to spell confidently and to have a fast, fluent handwriting style.

Secondly, the skills of composition, which include being able to think of, organise, articulate clearly and edit ideas. Across all our schools, we ensure that children are given the opportunity to practise and develop these two areas across the curriculum.

Spelling



Spelling is taught as part of our Success for All and our Read Write Inc. literacy programmes. This gives the children an excellent grounding in phonics, before moving them on to looking at spelling patterns and word families. From the beginning, children are taught the difference between common exception words (those words that cannot be spelt using phonics, e.g. the, was) and phonetic words (that can be 'sounded out').

In addition, spelling homework made up of topic-related and age-appropriate vocabulary, is regularly sent home and tested in class.

Handwriting

Cursive handwriting is taught right from Reception so that children are familiar with the cursive formation of letters as soon as they start learning to write. Dedicated handwriting slots are timetabled for teachers from Year 1 to Year 6 to teach joined handwriting and children are encouraged to develop their own, joined style in all other subjects.

Aa Bb Cc

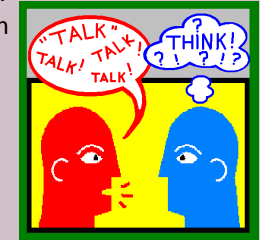
Grammar

The new National Curriculum has set out clear guidelines for the teaching of grammar. Each year group is required to learn a different set of grammatical rules and to be able to describe them using the correct terminology. For example, children in Year 2 will learn that describing words are called adjectives. We believe that grammar is learnt best when it is learnt in a real context. For this reason, we teach grammar as part of every writing session so that children can directly apply it.



Composition

In order to write effectively, children need to develop the skills of thinking through and planning their ideas. Further down the school, this is done through talk partners. As the children get older they are taught how to plan and draft their writing by making notes and using planning frames.



Our Approach

Across all our schools, we believe that children write best when they are given the chance to read widely. We know that, "good readers make good writers". By reading and analysing high quality texts, children gain a better understanding of how authors construct their writing and can use them as a model for their own writing. We also believe that children are best able to write when they have been given the chance to talk about and act out their ideas. For this reason, we incorporate 'book talk' (the in-depth discussion of how books are written) and drama into our teaching.

