



Writing at Fairview Community Primary School



Our Writing Philosophy

At Fairview, we aim to establish a rich textual-based environment that demonstrates the written word in all its forms and shares how writing can be used for thinking, communication and as a means of expression. Across the school, children will be exposed to rich examples of writing, both on and off the page, texts that will enable them to absorb the rhythm and patterns of language, to reflect the cultural, social and linguistic diversity of writing and to introduce them to a world beyond the familiar. We aim to develop children to become word conscious by creating a language rich environment, focusing on enriching vocabulary, understanding what words mean and the ways language is used effectively within writing. We want children to become passionate writers, who are inspired by the creative and meaningful opportunities given to support and challenge them. This will encourage them to become confident, capable and enthusiastic writers, who will develop a love of writing.

The National Curriculum

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, cursive script handwriting, which is written at pace.


How we teach writing

Across the school, our English curriculum follows a thematic, book-based approach, which sets out a clear teaching sequence. The teaching sequences plan for a progression in skills, where children will have the opportunity to visit and revisit the skills required by the English National Curriculum – taking them from novice to expert over several sessions.

A **hook, stimulus or question** will capture children's imagination and set the context for exploration.



Explicit grammar and punctuation skills for writing are taught in context to be **applied purposefully**.



Skills are practised and knowledge is **applied** to a short, **purposeful** outcome.



Students will collect and **develop** ideas through language, paired and group activities that will support **collaboration** and peer challenge.



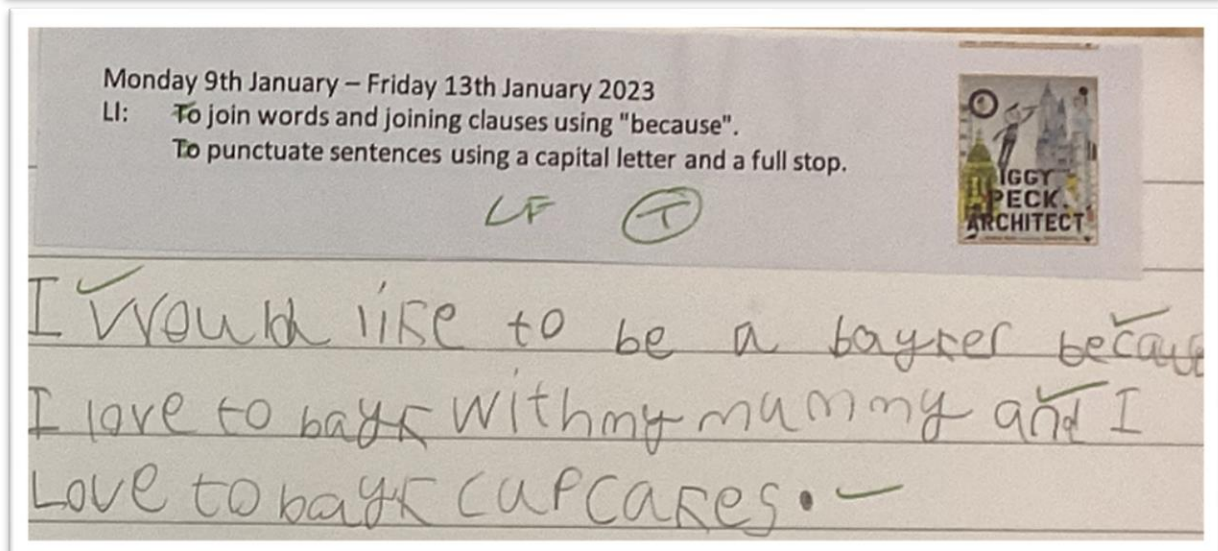
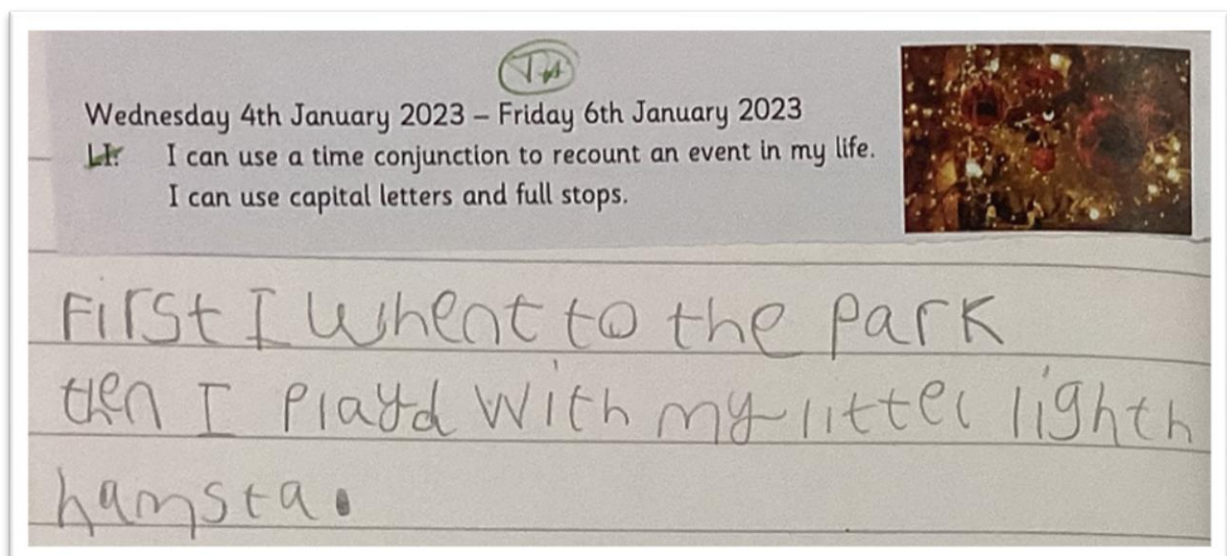
Using both **modelled** and **shared writing** as a catalyst, students will **apply skills** in a much longer piece of writing that has been **planned, drafted, edited** and **published** over several days.

Writing in Continuous Provision (KS1)

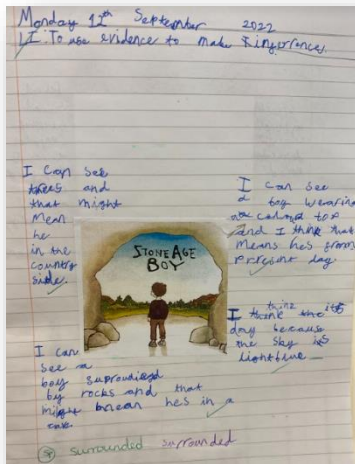
In Year 1 writing is incorporated in all parts of learning during continuous provision. Students have free access to activities to develop fine motor control which use the small muscles that control the hand, fingers and thumb. This is important for writing development, examples of activities include creating patterns with pegboards, geo boards or threading.

We have a dedicated writing area where students are provided with a variety of different writing resources to explore freely during provision e.g., story books, lists, labels, postcards and descriptions. This enables students to develop their child-initiated learning and encourages them to engage in challenging work independently using their own interests or to continue to apply specific taught areas of writing curriculum. This can also lead to longer projects and allows students to revisit tasks and add to them if required.

Students have a Provision Book where we keep examples or photos of work completed independently during continuous provision. Students have opportunities to write in these books to explain the tasks or photos as demonstrated in the examples below.

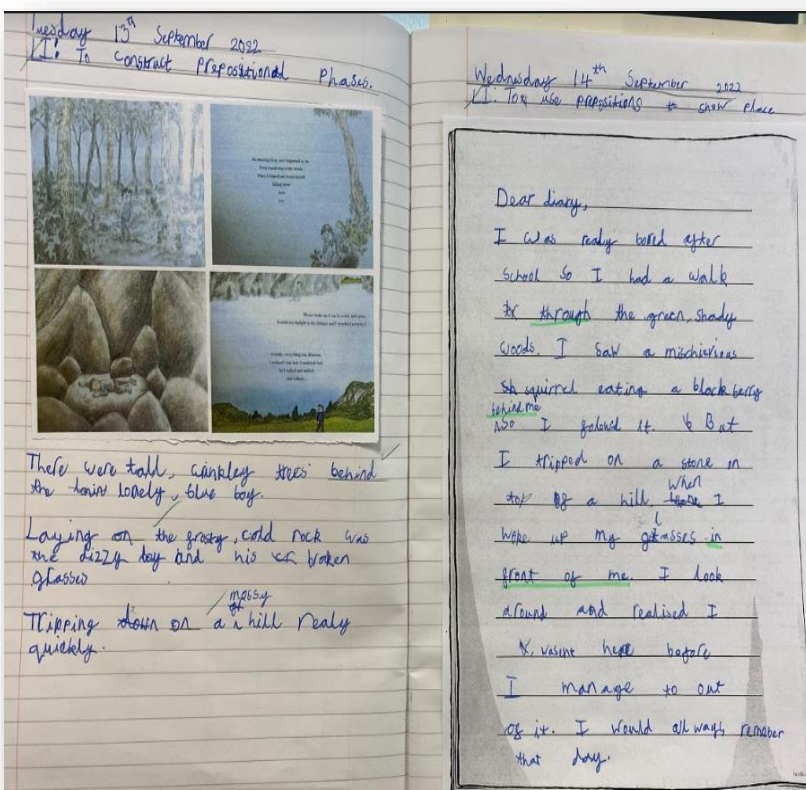
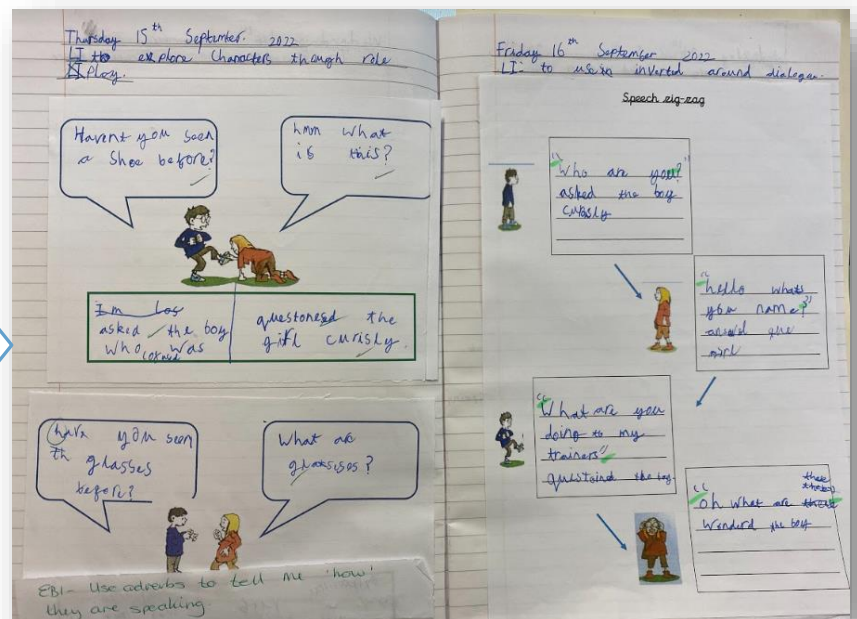


Writing in Lower Key Stage 2



Students are introduced to the text and have engaged in discussions. Comprehension skills are explicitly embedded through prediction and inference.

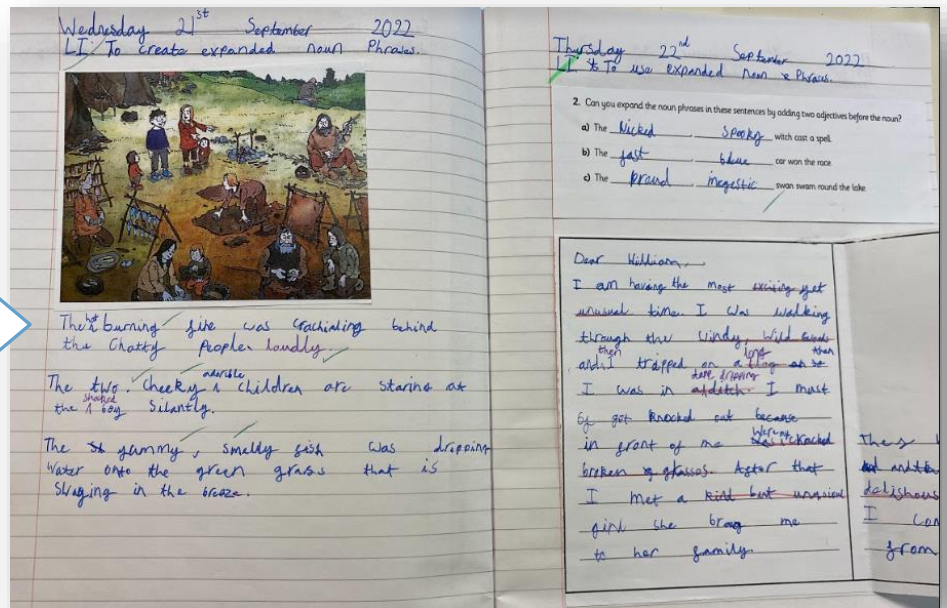
Through the emersion of drama and role play, students have been taught the skills and punctuation rules of dialogue – which are then applied in the next lesson.



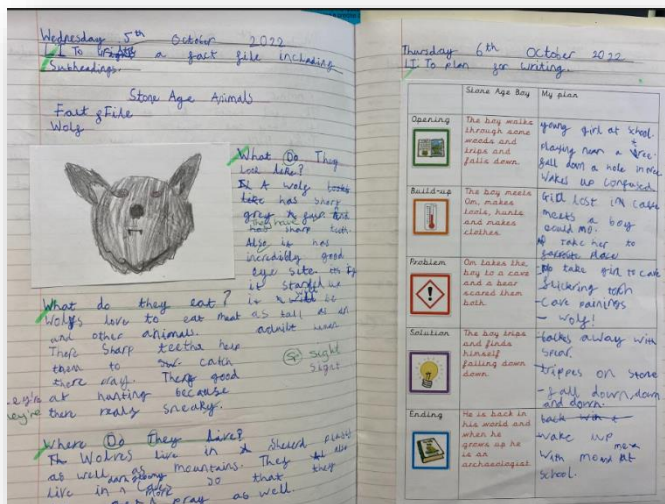
Additional skills are taught to the students, who then apply them to a short piece of writing. In this case, it was a diary entry written in the role of a character from the story.

Writing in LKS2 continued...

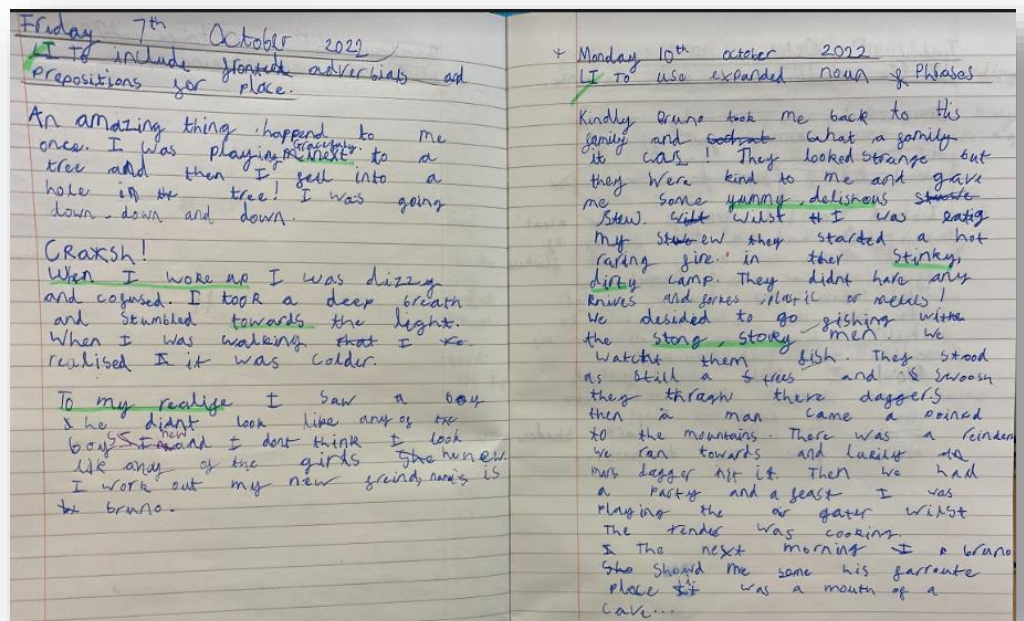
Throughout the teaching sequence, more grammatical skills are taught and applied to short pieces of writing. This time in the form of a postcard.



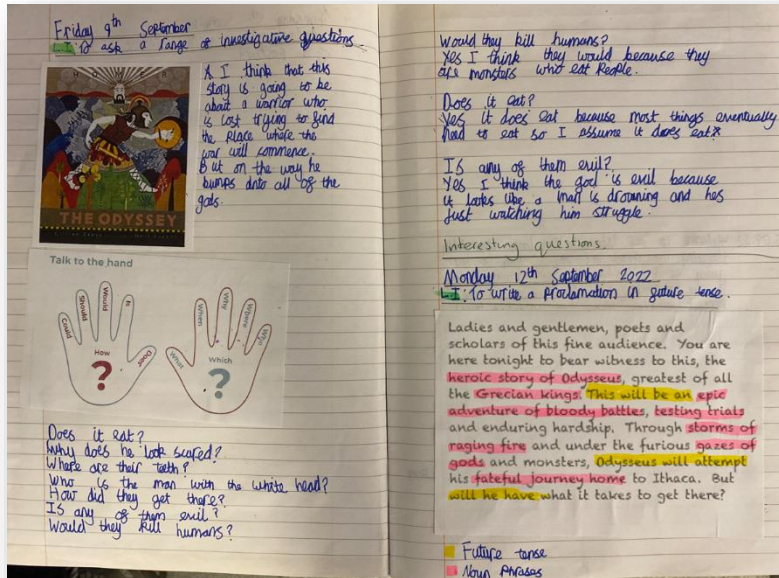
After a sequence of engaging lessons, children use a structure to plan their own version of the story, substituting details to 'flesh' out their story.



Over several lessons, students draft their story, where grammar and punctuation are skilfully applied.

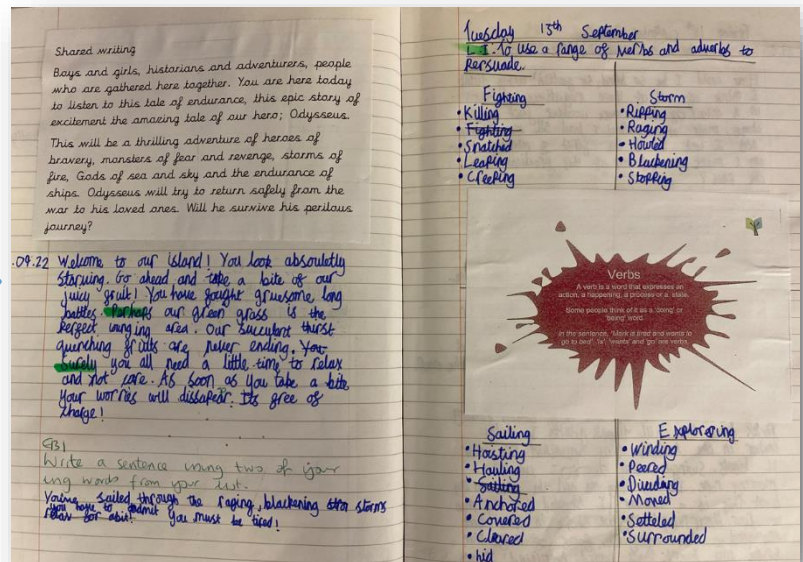


Writing in Upper Key Stage 2

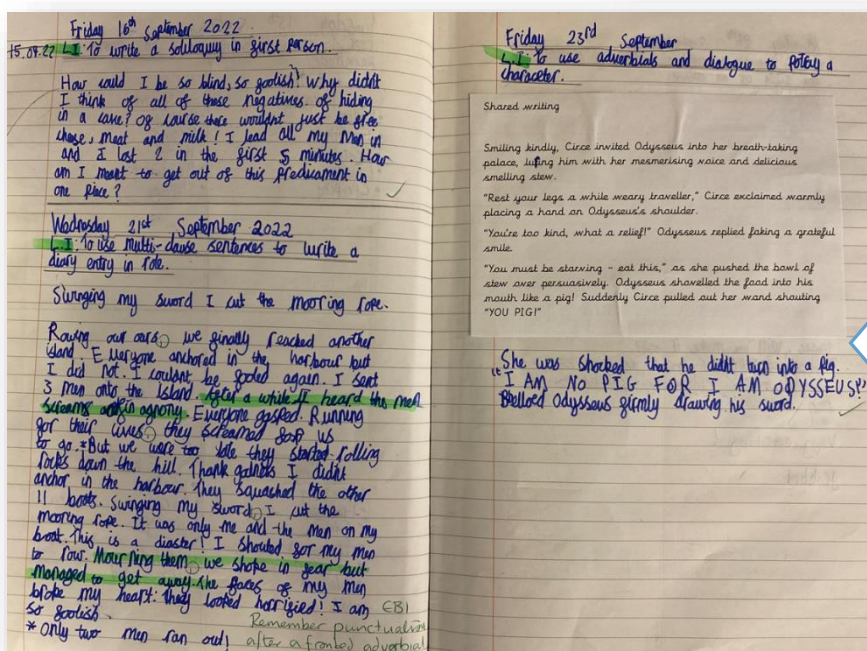


Students are introduced to the text and engage in discussions with peers, where they ask questions and make inferences based on evidence. This is followed by a lesson that requires children to identify grammar in modelled text.

After shared writing as a class, students apply skills independently drawing upon knowledge from previous lessons. Key grammatical skills and high-level vocabulary are then taught within the next lesson.

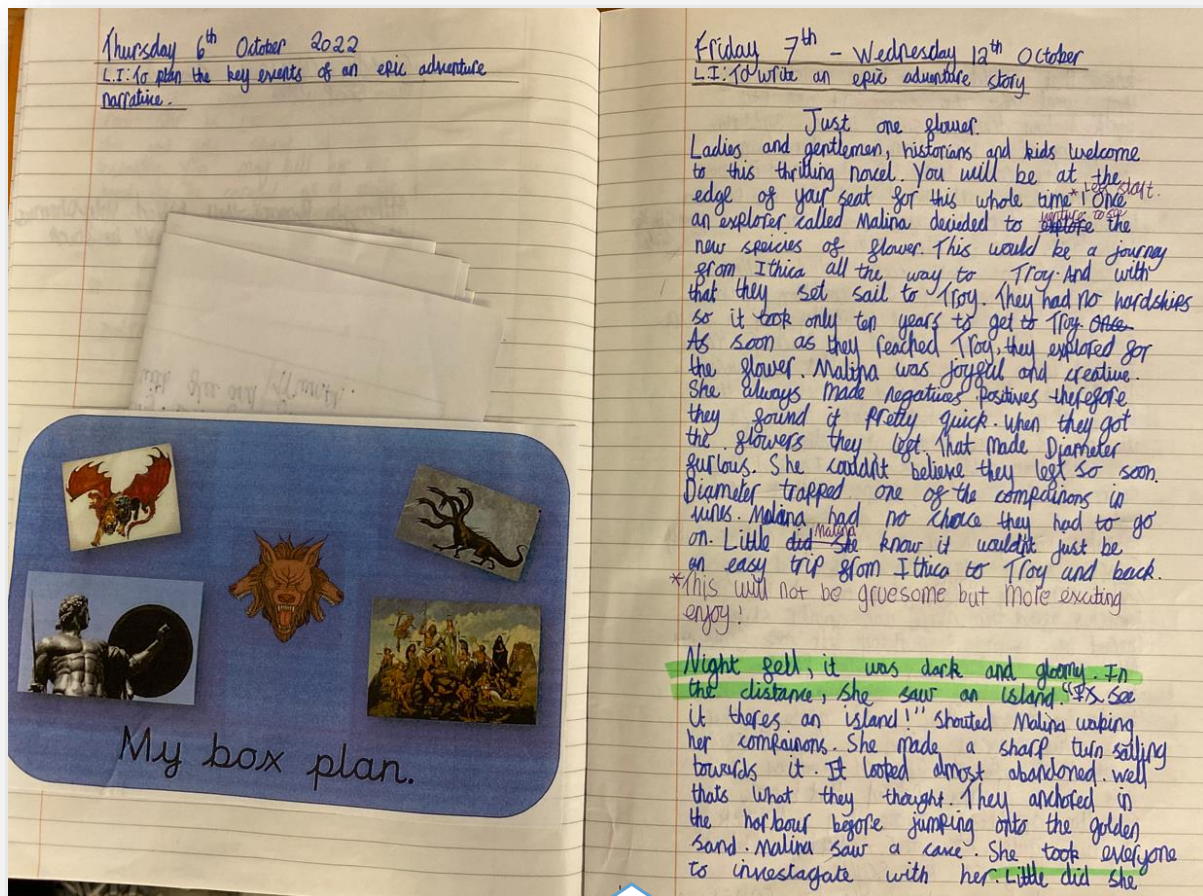
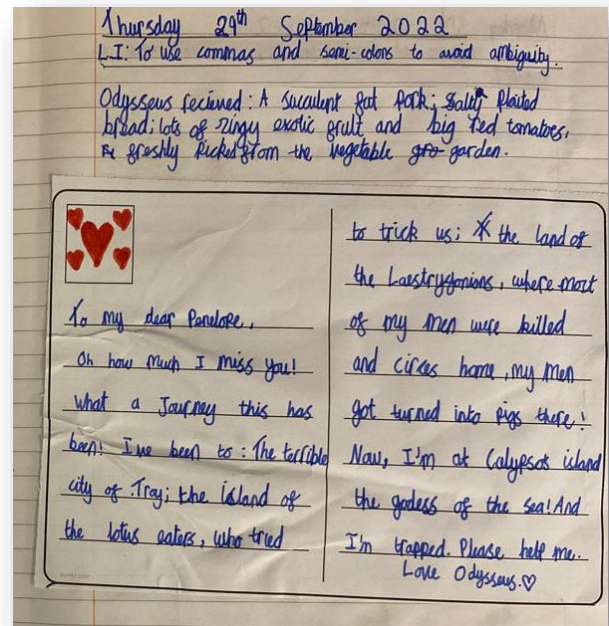


Skills are then applied to a short piece of writing, which will support a longer piece in the future. In this example, children have written a soliloquy that mirrors the style of writing within The Odyssey novel.



Writing in UKS2 continued...

Students continued to learn more challenging punctuation and grammar rules, which are then applied to purposeful writing. Children have written a postcard from Odysseus to his love Penelope using skills previously taught.



After a series of engaging lessons, students then plan for their own writing. Throughout the extended writing, the skills and knowledge they have been taught are expertly applied. In this example, children have independently written a short epic adventure story, which mirrors the author's writing style.