



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.



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.



Out ITE to be

love to bay withmy mumm

bays cupcases

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.



westary 13th September 2022 Construct Propositional Phases. Wednesdravy 14th September 2022 KL: Tox use propositions to show place Dear diary, I was really board after School So I had a walk 124 / 60 18 the through the green shady Woods. I saw a michierieus Sh squirrel eating a block berry galand it. & But I tripped on a stone in Thele were tall, cankley trees behind the hair lovely blue by. top of a will there Laying on the group, cold rack was and dis24 boy and nis on broken webe up my get asses in glassed front of me. I Look Thipping town on a whill really alound and realised I quickly N. vasine here bapale manage to out of it. I would all ways remater that doug.

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.

Wednesday 21st September 2022 LE To create expanded Down Phrases 22 nd b) The jast Dear William The't burning file was trachialing behind the Chatty people loudly. The two. Checking a children are staring at the A rog. Schartly. The stagerning, smally gish was dripping Water onto the green grass that is Straging in the scare.

Thursday 22d Sapterior 2 IT to To use expended new repairs. 2022 a) The Wicked Specky with cast a spel _____ cor won the more a The praval magestic man w I am having the most excising yet unusual time. I Was walking through the Windy wild and article trapped on a type of the I was in addithe I must by get knocked out because in grant of me theretered Thes broken & stanos. Astor that ad mitte delishow met a kind but ungo piph the brog me 60 from to her granity.



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. Friday 7th action 2022 Frepositions for place. An amazing thing hoppend to me once. I was playing killight to a tree and then I sell into a hole in the tree! I was going down down and down. CRAXSH! When I wake up I was dizzon and cognied. I took a dizzon and stempled towards the light. When I was walking that I was realized I was colder. To my realize t Saw a boy She dight look like any of the boy Standal & down think t look UK any of the girls Showness I work out my new grind and is to my realize to your grind and is he brunce.

+ Moolay 10th active 2002 If to use expanded near & Philosol Kindly Prane took me back to this gamily and compart what a gamily. It cars I They looked strange but they were kind to me and gark me some yummy delishers strated "Stew. with which the was patig my studient that was patig my studient they started a hot raring give in they started a hot raring give in they started a hot aring size in they started a not aring size in they started a hot aring and fores started as hot the starge started as a started the starge started as a coined the starge started and is surrown they thrash there daggels this is man came a coined to the meanions. There was a coined to the meanions. There was a coined a past of the as gain with the start mus legger that there coined is the started the monitory to had a past of the ar gain with the started the as gain with the start the tanke was cooling the tarted sto should the some his garcente place the was a mouth of a card...

<u>Writing in Upper Key Stage 2</u>

Friday 9th September a investigative guestions vould they kill humans? Nex I think they would because they Is written what eat Realle. at because most things eventually of them exul? think the god is exil because the a load is drowning and has althing him struggle. Iday 12th September 2022 To write a proclamation in getute tense ght to bear witness to this, the ry of Odysseus, greatest of all his will be an epic battles, testing trials hip. Through storms of ure of bloody patties, testing trian aduring hardship. Through storms fire and under the furious gazes and monsters, Odysseus util attem eful journey home to Ithaca. But e have what it takes to get there? Does it eat? huby does he look scared? Where are their teeth? Has be the non with the white head? Hav bld they get there? Is any of them will? Would they full humans? Future tonse Noun Phrasas

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.





solutorymy in girst person. all of the negatives of hiding of louise the wouldn't wish he for and milk 11 lead of my Min 2 in the first 5 minute. Ho to get out of this freduance in estay 21st September 2022 In the multi-dance sentences to Write a entry in fole. Swinging my sword I cut the mooting fore. ours we finally reached another n year but & my my gild! I am

Men ran out) after a fonded advorbio

rur legs a while weary traveller," Circe excla a hand an Odysseus's shaulder. kind, what a relief!" Odysseus replied faking a gr t he starwing - eat this," as she pushed the bowl a persuasively. Odysseus shovelled the food into hi a pig! Suddenly Circe pulled out her word should

"She was should that he didth than into a fig. "I AM NO PIG FOR I AM ODYSSEUS?" Bellocd Odyssous girmly drawing his sund.

23rd September se adverbials and dialogue to fotby a

23rd

kindly, Circe invited Odysseus in Jufing him with her mesmerising

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 soliloguy 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.





<u>Friday</u> 7th - Wedresday 12th October <u>Lidowtite an epic advantue stary</u> <u>Just one elower</u> Ladies and gentlemen, historians and kids welcome to this thritting novel. You will be at the start edge of you seat for this whole time to heider an explorer called Malina devided to the the new species of glover. This would be a journey gram Ithica all the way to Tray and with that they sat sail to 1600. About head to hardshies so it took only to 1600, they had to hardshies so it took only to 1600, they eatine the glowers they feathed North the got the glowers they feathed North the got the glowers they lost have they got on. Little the set way is usually just be an easy trip glom I thice to Tray and back. This will not be gruesome but mole exciting anyoy: Night gell, it was dork and glowing the the distance, she saw on island "IS see it they so island." Started Malina welfing anyoy: Night gell, it was dork and glowing the the distance, she saw on island "IS see it they so have they allow welfing anyoy: Night gell, it was dork and glowing the the distance, she saw on island "IS see it they so have a mark a share they allow her companyons. She finde a share they allow that what they through they and well that what they through they allowed well the horboal begote jumping onto the golden sond malina saw a care. She took avelowed well the horboal begote jumping onto the golden sond malina saw a care. She took avelowed the

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.