



## Intent

Writing is communicating thoughts and ideas in a readable form.  
Golden Threads: enjoyment, purpose, coherence, spelling, grammar punctuation and composition.

Deliver an engaging curriculum that helps develop a love of writing and inspires children to write.

Encourage children to be imaginative, and to bring this to their writing.

Provide essential skills in composition, punctuation, grammar, spelling and handwriting that will be life-long.

Develop an understanding of the writing process, including proof-reading and editing to ensure coherence and to enhance their work.



## Implementation

**Planning:** We use the book-based Writing Roots from Literacy Tree, centred around a wide range of high quality and significant children's literature chosen to engage, challenge and support children to be critical readers and confident and informed writers. The scheme has sequenced lessons of between ten and twenty sessions in length. Teachers will tailor the sessions to ensure they meet the needs of the children. Where the scheme is adapted to allow additional sessions for extended pieces of writing, teachers use an [agreed teaching sequence](#). All National Curriculum requirements of grammar, spelling, vocabulary, literary language and composition are embedded leading towards a variety of purposeful and exciting shorter, longer and extended writing outcomes where the audience and purpose is clear. Teachers use the [genre knowledge mats](#) to support children with this. In EYFS we also use Drawing Club to develop children's understanding of sentence building. The teaching of spelling, grammar and punctuation are embedded into the scheme, but additional explicit teaching is supported with the use of Classroom Secrets resources, CGP workbooks from Y3 and a bespoke spelling scheme which builds on from the Little Wandle graphemes and follows a similar sequence of learning (see Phonics on a Page). Opposite is the tiered grammar progression; teachers use this to identify the writing elements children need to develop next in their independent writing.

**Assessment:** Teachers use this tiered grammar progression of skills (opposite) to identify the writing elements children need to develop in their independent writing. These skills are modelled and practised repeatedly until the children use them confidently and consistently in their own writing. Teachers moderate writing internally, but also with the 5 Pits Partnership.

**Vocabulary:** Vocabulary is selected to both challenge and support children as writers. Identified vocabulary is explored and displayed on working walls, then saved in vocabulary books for the children to refer to.

**Writing Community:** There are opportunities to enter writing competitions and write contributions for the school newsletter.



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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grammatical sense: words are segmented appropriately and ordered to create main clauses.                                                                                                                                                                                                                 |
| Use of capital letters, full stops, exclamation marks and question marks.<br>Letter formation: letters are correctly formed and of appropriate size; upper and lower case letters are used correctly                                                                                                     |
| Use of commas for a list.<br>Use of co-ordinating and subordinating conjunctions.<br>Tenses are correct.<br>Basic cohesion of writing is evident: sentences are related; pronouns to avoid repetition.                                                                                                   |
| Use of adverbials and prepositional phrases.<br>Use of commas to mark fronted adverbials and subordination.<br>Developed cohesion: sentences are linked; content is relevant; paragraphing is accurate.<br>Inverted commas and other punctuation is used correctly to demarcate direct speech.           |
| Varied sentence structures: varied sentence openings; varied sentence lengths; choosing positions of subordinate clauses for variation and effect.                                                                                                                                                       |
| Appropriate register used for the text type: formality, tone, author's voice.<br>Varied content: varying the way in which information is delivered to the reader e.g. through additional clauses or phrases, use of layout devices, etc.<br>Word or phrase choice is careful, deliberate and purposeful. |
| Use of parenthesis.<br>Use of further punctuation, such as dashes, brackets, colons and semi-colons, bullet points.                                                                                                                                                                                      |

## Support for children with SEND or additional needs.

Our children with SEND are supported to engage in reading activities in ways appropriate to their needs. Teachers and TAs are aware of individual targets and the needs of their children and ensure reading activities are fun, progressive and meaningful. The list below is not exhaustive; you may see:

- ◆ Little Wandle Catch-up sessions
- ◆ Little Wandle SEN programme
- ◆ Write about the picture intervention
- ◆ Using counters in sentence structure
- ◆ Accelerate, accelewrite
- ◆ Specific resources e.g. word mats, sentence openers etc.
- ◆ 1:1 Precision Teaching sessions.
- ◆ Talking Tins
- ◆ Immersive Reader



## Impact

Children display enthusiasm for their English work and can discuss stimuli and models confidently.

The impact of our writing curriculum goes beyond the results of assessments and allows children to communicate their learning across the curriculum.

Children take pleasure and pride in writing, sharing their work with peers, staff and others.

Children use vocabulary and grammar correctly in their written work.

A high number of children achieve the expected standard or higher in assessments. Through targeted intervention, those who find writing challenging are helped to make accelerated progress.



## Teaching Sequence for English Lessons



At Westhouses Primary School the teaching sequence in English when adapting The Literacy Tree planning to provide additional opportunities for extended writing generally runs as follows:

|       |                                                                                                                                                                                                                                                                                             |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | Grammar starter based on the concept for the week E<br><br>Look at WAGOLL written by the teacher for the genre<br>Identify vocabulary – where appropriate some vocabulary should link to other curriculum areas and year group spelling lists<br>Oral comprehension (using reading toolkit) |
| Day 2 | Grammar starter based on the concept for the week E<br><br>Speaking and listening activity e.g. story mat – oral retelling, hot-seating, roleplay                                                                                                                                           |
| Day 3 | Grammar starter based on the concept for the week E<br><br>Features of text E                                                                                                                                                                                                               |
| Day 4 | Grammar starter: flashback work based on concepts from a) the previous week; b) the previous term and c) a challenge question/task. E<br><br>Planning: e.g. adapt story mat, box it up, story mountain E<br><br>Look at success steps for writing                                           |
| Day 5 | Grammar starter based on the concept for the week E<br><br>Extended writing with mini plenaries to reference the success steps E                                                                                                                                                            |
| Day 6 | Grammar starter based on the concept for the week E<br><br>Extended writing with mini plenaries to reference the success steps E                                                                                                                                                            |
| Day 7 | Grammar starter based on the concept for the week E<br><br>Extended writing with mini plenaries to reference the success steps E                                                                                                                                                            |
| Day 8 | Grammar starter based on the concept for the week E<br><br>Evaluation/ editing/ redrafting E                                                                                                                                                                                                |

E: Evidence of the activity should be in English books or on Seesaw