

*WRITING - At Broadstone Hall, we aim to inspire a love of writing in our children.*



*INTENT - By the end of KS2, we aim for our children to.....*

Express ideas clearly and confidently in written language.

Use grammar and punctuation accurately to structure sentences correctly.

Write coherently and creatively, adapting their language and style for a range of contexts, purposes and audiences.

Apply their knowledge of spelling patterns and rules to accurately and fluently spell new words.

Identify their own areas for improvement and refine and edit independently.

Take pride in their writing and be able to apply their writing skills across the curriculum.



*IMPLEMENTATION - How do we achieve our aims?*

*Create great writing opportunities through drama and spoken language by:*

- Using drama conventions and talk for writing activities, such as Narrative Immersion, to enhance the teaching of writing across the school.
- Promote co-operative learning by using a range of collaborative learning structures.
- Using Tales Toolkit in EYFS & KS1 to develop storytelling language and skills, generate new vocabulary and engage and enthuse pupils.
- In KS2, enhance children's spoken language by exploring Tier 2 vocabulary as part of wider learning.

*Aspire to high standards in spelling, punctuation and grammar by:*

- Following Monster Phonics' sequence of learning in EYFS and KS1.
- Implementing the Rising Stars spelling scheme in KS2.
- Teaching grammar in context, whenever possible, or discretely as required.
- Ensuring that the teaching and learning of grammar and punctuation is well-sequenced and builds upon prior learning (see separate progression of skills document).
- Providing frequent opportunities for pupils to re-read, edit and improve their work independently and with peers, using a range of strategies (for example, CSC, marking triangles, paired work and editing stations).

### *Develop neat, legible and cursive handwriting by:*

- Delivering Squiggle Whilst You Wiggle sessions in the EYFS and Dough Disco sessions in EYFS & KS1 to develop gross and fine motor skills.
- Using the Monster Phonics handwriting resources in EYFS to support the teaching of letter formation.
- Following the Nelson Handwriting Scheme in KS1 & 2.
- Providing opportunities for children to write in pen from Year 4 onwards.
- Having high expectations of written work in **ALL** subjects.

### *Develop the 'craft' of writing by:*

- Ensuring children have access to high quality, rich texts which inspire writing and provide a balance between teaching the features of specific genres and covering the technical aspects of writing. These texts, or visual stimuli, form the basis of our writing curriculum.
- Structuring lessons to allow our children to develop the essential knowledge and skills to craft a piece of writing over time, helping them to build their writing stamina and providing sufficient time to create a quality piece of work ( see What Writing Looks Like at Broadstone Hall document).
- Ensuring children have the opportunities to form, articulate and communicate ideas and then organise them coherently for a reader.
- Providing children with frequent opportunities to write for a range of purposes, including real-life ones, and audiences.
- Facilitating high-quality teacher modelling of writing – a crucial component for embedding writing structures.
- Providing opportunities for writing purposes to be repeated across school to solidify understanding of text types and to enhance skills in grammar, sentence construction and punctuation (see progression of genres document).
- Allowing children to explore different forms of poetry throughout school.
- Guiding children through a clear writing process in English lessons and providing the opportunity to generate ideas, plan, draft, edit and publish their writing.
- Encouraging pupils to edit and improve their writing in red pen.
- Teaching pupils to draw upon what they have read when writing and to 'magpie' vocabulary from shared texts.
- Sharing and discussing clear success criteria, linked to the purpose and audience of texts, to provide scaffolds and support for writing.
- Encouraging the independent use of dictionaries, thesauruses and word/sound mats to support pupils when writing.
- Creating opportunities to produce high quality writing across the curriculum.
- Providing targeted support for identified pupils to ensure that children can 'keep-up' with their peers.

*Promote a rich writing environment by:*

- Ensuring all classes have 'working walls' which are used to collect and explore writing devices / structures and vocabulary. Children are then encouraged to draw upon these ideas in their own writing.
- Celebrating writing with weekly Star Writer certificates in assembly and by displaying these outside our classrooms.
- Showcasing wonderful writing on our 'Wow Walls'.



*IMPACT - How will we know if we have achieved our aims?*

The percentage of children who achieve the EXS or GDS in writing will increase by the end of Key Stage 2.

Our children will structure sentences correctly by using grammar and punctuation accurately.

Our children will be able to write coherently and creatively, adapting their language and style for a range of contexts, purposes and audiences.

Our children will be able to apply their rich knowledge of spelling patterns and rules across the curriculum.

Our children will 'write as readers' by confidently editing, re-drafting and improving their own writing.

Our children will take pride in the presentation of written work, enjoy writing and be able to confidently apply their skills across the curriculum.