

### Foundation Stage including Nursery

Nursery rhymes and Traditional tales—ie Twinkle, Twinkle. The Three Little Pigs, The Enormous Turnip Childhood favourites—i.e. The Gruffalo, Rosie's Walk Stories and poems with a repetitive structure, some specifically written for our children. Children's writing progressively builds up from labels to captions to simple sentences. Enabling them to writing basic instructions, fact files, letters, recounts and simple stories.

**Key Stage 1**— Year 1 & 2 writing opportunities will include:

**Cycle 1** A journey tale, Samson's Titanic; Oliver's vegetables, finding tale yr1; After the fall, tale of fear yr2:-; narrative Superhero Mum/Dad, recipes for a super hero; journey tale- Animal hero stories; a finding tale; Going on a bear hunt, yr1; journey tale Grandad's Island, yr2; journey tale, Jack & Nancy, yr 2; recount of the school visits; instructions for preparing food.

**Cycle 2** The leaf man, travelling tale yr1; recount of dockyard visit; After the fall, Tale of fear yr2; Character flaw stories, The Tiger came to Tea yr1, The Tiger child yr2. wishing tale, Dear Zoo yr1; Tale of fear, Grandfather Ghandi yr2. Conquer monster tale, Jack and the Beanstalk.

**Key Stage 2 Lower Juniors**—Year 3 & 4 writing opportunities will include:

**Cycle 1** An escape tale, finding tale and journey tale; diary accounts based on the Stone Age and the eruption of Vesuvius; reports and persuasive leaflets about made up countries and castles; instructions for how to catch an Xmas elf; descriptive writing and poems about fireworks, Remembrance and springtime.

**Cycle 2** A rags to riches tale, beating the monster tale and lost & found tale; letter writing as Santa and describing a steam train ride; setting descriptions and poems of a dragon landing and a robot on a deserted planet; reports about made up monster and WW2; diary writing as an evacuee; and instructions on how to deliver presents on Xmas Eve.

**Key Stage 2 Upper Juniors**—Year 5 & 6 writing opportunities include:

**Cycle 1** A warning tale, a journey tale and setting descriptions based on a scene from Macbeth or discovering a tomb; letter and diary recounts as historical characters real or imagined; instructions on attracting a rainforest mate; webpage and reports about rainforest animals and theatres; biographies of

**Cycle 2** A defeat the villain tale, an escape tale and a Greek myth; letter and diary recounts as historical characters real or imagined; factual science reports on natural disasters and made up mythical creatures; biographies of scientists or civil rights activists; letter of persuasion based on topic of slavery.

# St George's Beneficial C of E Primary School



## Writing

Learning to write is one of the most important things that a child at primary school will learn. Children use their writing in almost all other subjects of the curriculum. Good writing also gives children a voice to share their ideas with the world.



**Talk for Writing**

For a child, learning to write can be a tricky business, not least because good writing involves handwriting, spelling, grammar and punctuation not to mention what we want to write and who we are writing for.

At St George's through careful planning and teaching of writing, we systematically teach children the skills to write in a variety of contexts for a variety of audiences. We use the Talk For Writing framework (T4W) which builds on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then imitating and inventing their own version.

### **We aim to teach children:**

- \* to express ideas in creative and imaginative ways
- \* to record experiences through a wide range of activities/ stimuli
- \* to write independently and produce writing of a high quality
- \* to present their work with thought, care and pride including correct letter formation .
- \* to appreciate, respect and learn about language, dialects and their effect on written communication
- \* to write for range of purposes and for different audiences thus developing proficient, confident and enthusiastic writers

### **When teaching writing skills we:-**

- \* use a range of stimuli to motivate pupils to write fiction and non fiction texts
- \* encourage pupils to write independently, in pairs or groups
- \* use a range of tools to enhance teaching of writing including IT and interactive whiteboards
- \* allow the pupils to have access to IT to support their writing
- \* model, share and scaffold to demonstrate good practice and high expectations
- \* teach grammatical skills, correct spellings (including application of phonics), punctuation and structuring writing into logical and coherent forms
- \* help pupils to improve their writing through planning, drafting, editing and evaluating their writing with the reader in mind

### **Curriculum Approach:**

The teaching begins with some sort of creative 'hook' which engages the pupils, often with a sense of enjoyment, audience and purpose. The pupils imitate the text, read for vocabulary and comprehension, before beginning analysis of language patterns and writing techniques. This is underpinned by rehearsing key spellings and grammatical patterns. Guided writing is often used to practise key focuses across a range of genre when innovating a piece of writing. The children then write their own version of the model text (invented) changing aspects but keeping to the familiar structure. Children are taught to edit their work in pairs and individually.

### **Assessments:**

Children have writing targets; these can be individual or groups targets. When working through a unit or genre, success criteria are shared with the children, before a piece of innovated or invented work. Assessment of innovated pieces of writing against the success criteria, enable the teacher to identify where further practise of skills should be retaught or focussed on, before the invented or unaided piece is attempted.

Moderation of writing takes place regularly, internally by staff but also externally by the local authority and local school networks. A range of writing is looked at for each child and they are assessed against end of year statements. The children are then awarded Working Towards, Working At or Working AT Greater Depth against these statements.

### **Curriculum Content:**

As your child journey's through school, they will be exposed to a collection of stories, poems and other learnt texts to build a large repertoire. These texts use Pie Corbett's T4W framework as well as drawing upon well known authors such as Roald Dahl, David Almond, E Nesbit, C.S Lewis, Shakespeare, Michael Morpurgo, Ted Hughes, Patrice Laurence, Rudyard Kipling and Anne Fine. Children's writing will either be generated through the books they are reading, geography, history and science topics or the time of year / world events eg/ Christmas, start of term, the Olympics, etc.