



St. Matthew's Writing- Policy on a Page

2023-2024

Writing is taught daily across the school following the Read to Write programme and application is seen through a range of other subjects. The school is aware of the two main elements of the writing national curriculum: transcription and composition. Transcription (handwriting and spelling) is primarily taught through the school's phonics and spelling programmes (Read, Write, Inc. Phonics and Read, write, Inc Spelling) and through the handwriting resource: Letter Join. The compositional element of the English National Curriculum (including punctuation and grammar) and the application of transcriptional skills and knowledge is taught using the Read-to-Write Programme.

Read to Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum.

Immerse

During this first stage of the sequence the children are immersed into the key vehicle text that has been chosen carefully for each year group.

Analyse

In the analyse stage of the unit, the children will be taught and familiarise with text structures. This allows the children to develop their knowledge of structures and features of the genres they are studying using the example texts to support them.

Plan

During the planning stage of the sequence, the children will gather ideas and plan their own writing. Again, there will be opportunities to collaborate and discuss as this is vital before children compose their own work. The class teacher will model how to plan at this stage pulling together all the elements of the teaching sequence. The children will then complete their own individual plans ready for the writing stage.

Write

At the start of the writing stage the teacher will explicitly share the writing purpose with the children this will provide children with a clear understanding of expectations and the intended audience. The teacher will then use the completed class plan to model and guide writing. Throughout the teacher will use a think aloud 'writerly voice' to model composition, editing and evaluating of the writing on each of the shared writes throughout the week. Teachers will also refer to the information on the working walls/washing lines to ensure all elements taught over the sequence are included in the writing. After these, pupils will carry out independent writing. During their independent writing the children will draft, revise and edit their work.

Explicit teaching of writing takes various forms at St Matthews, appropriate to children's background knowledge and prior learning.

Modelling Writing

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

Shared Writing

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

Guided Writing

The teacher or other adult works with a group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece.

Independent Writing

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

Dictated Writing

Similar to Shared and Guided Writing approaches, pupils are given the opportunity to develop their compositional knowledge without demands on their working memory. Pupils' ideas are recorded by an adult or their peers and then dictated back to pupils, giving them an opportunity to focus solely on transcription. This means they are not thinking about spelling, handwriting and their ideas all at once.



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The Teaching and Learning of Early Writing

In the early years emergent writing is encouraged through the use of different writing materials, including felt tipped pens, crayons, chalk, sand, magnetic letters, big brushes, water, paint and computers, as well as writing in the role-play areas, such as postcards, menus, invitations, labels etc...

Alongside this, children take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script. Daily phonics lessons build their phonic and spelling knowledge to enable them to sound out words and spell green and red words correctly.

Teaching and learning of spelling.

Children will begin learning to segment for spelling (Fred fingers) in Reception following the school's chosen systematic synthetic phonics programme: 'Read, Write, Inc.' using Fred Fingers. Alongside this, children will learn an increasing amount of common exception words throughout the year. Children are given the common exception words or 'red words' to learn at home over the course of the year. Years 1 and 2 continue to follow 'Read, Write, Inc.' using 'Fred fingers' to support the spelling of phonemes taught.

Teaching of phonics will continue in key stage two where applicable, then children move onto learning the complex phonics code, spelling patterns, rules, morphology, and etymology.

Read Write Inc. Spelling is a teacher-directed programme for children in Year 2 and above who have completed Read Write Inc. Pre-programme activities assess children's knowledge of phonics and Year 1 spelling knowledge (listed in the National Curriculum in England), to ensure that they are ready to start the programme. Assessment is built into the activities for every unit: Speed spell tests children's knowledge of words from previous units; Team teach and Four-in-a-row help children assess their own progress; Jumping red/orange words tests children's knowledge of red and orange words (words from the word lists in the National Curriculum in England).

Spellings may also be taken from the key vocabulary identified across the wider curriculum. All children are provided with spelling journals which help to support the children with their writing. In these journals children will attempt to spell a word they find difficult, and teachers will correct the spelling of this word in the child's spelling journal. Journals will travel with the children throughout their time in school.

In Early Years children are given phonemes, green words, red words and word games to practise and play games with at home. In Key Stage 1 pupils are given spellings based on the GPCs they have been taught. In the rest of the school children are also given spellings to take home and practise following their RWI Spelling sessions.

Handwriting- See Handwriting Policy

This is a key area of focus embedded within the curriculum, which has specific statutory teaching requirements for each year group. Handwriting is a means of expressing language. It is a physical way of expressing thoughts and ideas and a means of communicating with others. Neat cursive writing is promoted throughout the school. Teachers and Teaching Assistants set high standards for handwriting and presentation at all times. The journey to neat cursive handwriting begins when children can form letter correctly (usually at the end of Year 1 or the beginning of Year 2). This is then practised and developed through every year group. At St. Matthew's we use the letter-join programme to develop a consistent approach to explicitly teaching handwriting across the school.

Grammar and Punctuation

There is a strong focus on SPaG (Spelling, Punctuation and Grammar) within the curriculum. Teachers will therefore give this the necessary time and attention regularly each week. Spelling is taught explicitly. Punctuation and Grammar is taught throughout the Read to Write sequence of lessons and then embedded throughout the curriculum. Pupils are given opportunities to revisit their punctuation and grammar knowledge daily through 'Sentence Accuracy' activities at the start of each writing lesson.

English across the wider curriculum

Teachers are encouraged to draw meaningful links across subject disciplines. Where there are opportunities to use and apply skills and knowledge from the English curriculum, teachers take these opportunities.