



## Writing at Bearwood Primary and Nursery School

The aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. At Bearwood Primary and Nursery School, our approach to teaching writing focuses on spelling, grammar and punctuation, handwriting and composition. We develop learning in all of these areas, which leads to children being able to write fluently so that they can communicate their ideas and emotions to others.

### Spelling, grammar and punctuation

In reception and year 1, children are taught spelling through their daily phonics lesson (please see the 'Phonics and early reading policy' for more information).

In year 2 upwards, spelling is taught through a minimum of three 20 minute sessions a week. The focus of these lessons is taken from the National Curriculum for each year group. Children are immersed in spelling activities by exploring word meanings and patterns for themselves, learning the rules and patterns and practising and applying new spellings. They are assessed at the end of every spelling unit, which may include the use of spelling tests and 'hive games' on Spelling Shed. Children are given opportunities to apply the spellings they have learnt in their writing across the curriculum.

### Handwriting

Children are first taught the fine and gross motor skills needed to be able to hold a pencil correctly and mark make on paper. They are then taught to form letters using the correct formation alongside their phonics learning: each time a new sound is introduced, children are taught the correct formation for this letter. Children first learn to write letters in an unjoined style, and in year 1 joining is introduced using a cursive style with lead out lines only. Once children become more fluent, they are expected to join their writing at all times. In EYFS and key stage 1, children are taught handwriting daily. In key stage 2, handwriting is taught to whole classes or individuals based on the needs of specific cohorts and individual children.

### Composition

Children are exposed to a wide range of different text types and they explore these to understand their structure and composition. Model texts are also used to help children to understand how grammar, punctuation and vocabulary can be used by an author for effect. The children use these models to support their own writing. Before writing, children plan what they are going to write, using a variety of planning frames and tools. In EYFS and KS1, children plan stories by using story mapping, and the 5-part story is introduced in year 2. In KS2, children continue to use 5-part story planning and all children use the common language of opening, build-up, problem, resolution and ending. When planning non-fiction writing, children use Sue Palmer skeleton blanks dependent on the type of text they are

writing. They are encouraged to use their plans throughout the writing process to help structure their writing. Children are also expected to proofread as they are writing, making changes to punctuation, spelling and grammar. After writing, children are then taught the skills of editing to help them to redraft sections or whole texts using the editing skills progression. From year 1 upwards, children use purple pens for proof-reading and editing. From year 2 upwards, children write on every other line to allow room for editing around what they have written.

### **When do we teach writing?**

Children are taught the elements of writing through using high quality texts which are often linked to other curriculum areas. These texts are explored as a whole class using the reading into writing journey; which aims to immerse children in a text, allow them to learn and practise writing skills and then apply these skills into independent pieces of writing. These lessons are taught daily to children from Reception to year 6 and focus on the writing objectives as set out in the Early Years and National Curriculum.