

Writing Statement

At Carleton Rode we are committed to developing enjoyment in writing in every child. We work hard to develop key skills across all areas and genres of writing including fiction, non-fiction and poetry.

Data

Any child that falls below their Age Related Expectation are identified as children requiring additional support. They are then given interventions and identified in planning and teaching in order to give the opportunity to achieve better progress, ensuring the attainment gap does not widen.

Phonics (EYFS and KS1)

Children in reception, year 1 and year 2 receive daily adult led phonics sessions. The children follow the Read, Write Inc scheme which provides a systematic, synthetic phonics programme, which enables children to be taught to read and write in a multisensory and fun way. It's designed to create fluent readers, confident speakers and willing writers. The scheme is more than just learning sounds; it has integrated comprehension, writing, grammar, spelling, vocabulary and handwriting.

The scheme allows the children to work their way through series of books, building their knowledge of sounds. They also learn to site read 'red words' which are tricky to sound out and therefore better committed to memory, such as the, to, be, want and even more as they become familiar with more sounds. They practice using new sounds in words and 'hold a sentence' in which they repeat a sentence until memorised and then have a go at writing it down, using their sound knowledge.

In other sessions, children are supported to practise their skills in a range of ways: developing fine motor skills at the Mini Gym, independent reading, word prompt cards on tables and adult support when writing independently.

Power of Reading

Power of Reading is an approach which focuses on one book to help inspire a variety of writing. Parts of the story are revealed the children at little at a time so that they can focus well on one character or concept and are able to generate a piece of writing from this. Power of Reading is effective as the children get to know the text and its themes very well through the use of reading and analysing, art and drama. They are therefore able to generate effective pieces of writing from a variety of viewpoints. A wide variety of text types is explored and children revisit them regularly throughout their time in school so that they become clear on the features and can build upon them. An example of this might be a newspaper report; they may be first introduced to this in year 2 and understand that it is a factual piece of writing, written in third person but as they revisit this throughout years 3 – 6 they would begin to add other features such as an orientation, quotes and bias.

When begin introduced to a new text type, or when adding new features to this text type, a WAGOLL (What A Good One Looks Like) is used. Children have a look at the WAGOLL as a class and discuss the features. They can use it to create a list of success criteria, so that they

are aware of what needs to be included in their writing in order for it to be successful. This method is effective as it ensures that children are aware of what is going to be expected of their writing and they can keep referring back to the list throughout the writing process to ensure that they are meeting the success criteria to the best of their ability.

Genres

The children are encouraged to explore different styles of writing. We aim to ensure that they are exposed to a variety of different types of stories and writing. We have created a list of key fairy tales we would like the children to be made aware of throughout their schooling such as;

- Little Red Riding Hood
- Cinderella
- The Three Little Pigs
- Goldilocks and the Three Bears
- Hansel and Gretel

This list goes along side many other story types which we visit. As well as fictional storytelling, the children are also taught about the features of a variety of non-fiction texts such as instructions, non-chronological reports and explanation texts. They are encouraged to use these features to create their own versions of the text. We also explore poetry and allow the children to read, perform and write within a variety of poetry styles.

Cross Curricular Writing

As well as focussing on writing in English lessons, we like to give the children opportunities to write across different subjects in the curriculum. Some examples of this might include;

- Science – an experiment write up, an explanation text answering a scientific question
- History – a diary entry from the point of view of a historical figure, a news report about a historical event, debating pros and cons of historical topics
- Geography – an explanation text e.g. How do volcanoes erupt?
- R.E. – a poem inspired by the teachings of a religion

This shows children that writing can be explored and used in a variety of different ways and is not confined to English lessons.

Editing

Once children have finished a piece of writing it is common practise, particularly in Key Stage 2, to also go through an editing process. Their writing is marked using these symbols;

Highlighted word – WOW word

✓✓ - Good use of vocabulary

Underlined – Check spelling

Wiggly underline – a different word should be used

————→ - This sentence doesn't make sense or needs rewriting

Ⓐ - A capital letter is missing

Ⓐ x - There is an unnecessary capital letter

Full stop/FS – there are full stop/s missing

Punc. – A piece of punctuation is missing

┌┐ - Next Steps

The children are then encouraged to edit and improve their writing with the support of this marking to point them in the right direction. They use a purple pen to do this so that changes in their writing can be easily seen.

Once editing is complete, children are given a success criteria grid to fill in which will include the criteria agreed before beginning the writing process. This grid allows them to look back over their own work and determine whether or not they feel they have met the success criteria for that particular piece of writing and whether or not they have met their own personal target. This process is motivating for the children as it allows them to see where they have succeeded and makes them aware of how they could improve next time.

Targets

As each child learns to write, they will have differing areas which they need to work on to make improvements. The children are therefore given personal targets to focus on each time they create a piece of writing. These targets are not specific to a genre of writing, they instead aim to improve skills across all writing themes. They are displayed in the front of the children's English books so that they are aware of what they need to be focussing on. The children are encouraged to assess whether or not they believe they have achieved their own target within the editing process. If a target is achieved consistently over a number of pieces of writing then it is considered completed and a new target will be set to focus on. This process is motivating for the children as they can see when their target has been achieved and track their own progress.

Spellings

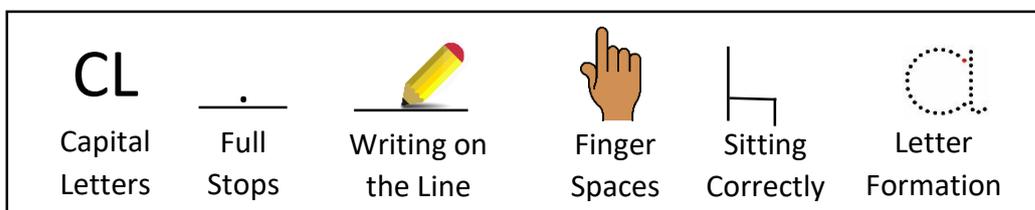
Across the school, the children are given weekly sets of spellings to learn and be tested on. This is to help them learn commonly misspelt words or specific spelling rules. Children in reception are given their phonetic sounds to take home and practise. Children are also encouraged, during the editing process of their writing, to correct any misspelt words with the support of dictionaries.

Vocabulary

We aim to encourage the children to use rich and varied vocabulary within their writing. To support this we ensure that when sharing stories as a class or during guided reading sessions, we discuss unfamiliar or unknown vocabulary to expand upon their knowledge. Some guided reading sessions focus solely on vocabulary and how to use the knowledge they already have in order to figure out what an unfamiliar word might be. Setting spellings each week also supports this as children are encouraged to find out the meanings of words from their spelling tests which they do not know. They are also provided with word grids around the classrooms so that they can practise choosing more effective words in their writing. Power of Reading also supports in this by allowing children to explore vocabulary they may not understand.

Handwriting

The children are encouraged to take pride in their handwriting and overall presentation across all pieces of work. Correct posture and pencil grip when writing is encouraged as soon as the children begin mark making in Reception and it is practised regularly throughout the Read, Write, Inc. scheme. Key Stage 1 also use a tool box when writing to encourage neat presentation;



Once these skills are embedded in Key Stage 1, we encourage the continuation of them throughout the school. Once basic letter formation is mastered we then encourage the children to begin practising the joining of their handwriting. Handwriting practise is daily when first introduced and then becomes less frequent but is still regularly revisited and encouraged.

Progress in Writing

EYFS

- Phonics, daily, small group (adult led)
- Opportunities to practise skills through offered activities

KS1

- Phonics, daily, small group (adult led)
- Developing and embedding skills through both English lessons and foundation subjects
- Focus on basic sentence structures and story plots
- Begin to practise areas of the editing process

KS2

- Developing and embedding skills through both English lessons and foundation subjects
- Interventions for children who require further support
- Begin introducing awareness of the reader and how to use language effectively
- Encouraged to edit and improve their work as independently as possible