



Blackwater Writing Strategy **2023 -2024**

Statement of Intent

At Blackwater we are determined to develop an enjoyment for writing in all our pupils. We believe that if writing is taught in an exciting way, with enthusiastic teacher modelling then all children can be motivated to write. All staff understand that cognitively children are able to become competent writers if they are taught to see themselves as writers. We have high expectations of our pupils and teach them to have high expectations of themselves.

We place a high priority on writing and the building of skills daily. We understand that it is through an intensive programme involving the practising of skills that knowledge and understanding will become embedded and applied. We provide opportunities for our children to write across the curriculum in order to apply their writing skills to different purposes.

Our curriculum is designed to provide children with regular opportunities to write for a range of purposes, linked to our learning in other subjects. We believe that the more opportunities children have to write, the better they get at it. Our aim is for children to become independent, enthusiastic and motivated writers and to see writing as a positive experience.

Statement of Implementation

All staff have high expectations of children's writing and believe that they are capable of success.

The writing curriculum has been designed with support from Grammarsaurus. The sequence of learning is designed to align closely to our class reading texts to ensure children are immersed in the writing process and exposed to high-quality models of written work at each stage.

Our whole school approach to the teaching and learning of writing involves the following:

EYFS

- In nursery, writing consists of gross and fine motor activities as well as continuous provision. There is a funky fingers area with fine motor activities available all day, every day. Children also dig, paint, and use sand and chalk to develop their motor skills. They practise mark making/ letter formation by writing in sand during handwriting practice.
- Reception children also have fine and gross motor continuous provision and funky fingers. The children write every morning when they first come into class; they have a daily handwriting/ letter formation lesson and complete a short writing session after Little Wandle reading every day. They also do exciting writing in their books once a week.
- The EYFS class has a writing / mark making area in the classroom which is always available for the children to access the resources and weekly activities are included in that area. They also have a phonics table with activities changed weekly for the children to access during the day.

- Children in reception practise segmentation of words to spell them, alongside their phonics learning.

Handwriting

- We follow the KBER scheme for handwriting. Children are taught cursive handwriting from year 1. Children first establish letter formation and a suitable pencil grip in EYFS.
- Handwriting/letter formation is taught daily in EYFS and key stage one, 3 times a week in lower key stage two and for children who need further practice in upper key stage two.

Spelling

- We follow the Spelling Shed programme in school and for practising spellings at home in key stages 1 and 2.
- As part of this scheme, children are taught, or revise, a weekly spelling rule by their teacher, or they learn challenge words. They then work on learning this spelling rule through independent tasks at least 3 times a week in school and the online assignment at home.
- Children are set both written and online tasks to work on their spellings.
- Spellings are tested weekly.
- Current spelling patterns being learned are displayed in classes on working walls as well as prompts to assist children with spelling. These vary depending on year group and may include: regularly used graphemes, common exception words, the spelling of age appropriate prefixes and suffixes or mis-spelt words from their writing.
- Children are taught to proofread their writing for spelling mistakes; they are provided with word mats, dictionaries or writing buddies to assist them with correcting spelling mistakes.
- Children are taught to segment words into phonemes and have a go at applying their phonics knowledge to the spelling of each syllable in turn.
- During whole class feedback at key stage two, spelling mistakes from children's writing are discussed and addressed.

Punctuation

- The use of punctuation is taught during shared writing. The teacher verbalises his/her thought process while writing, consistently demonstrating the correct use of punctuation. This may often include the teacher making 'mistakes' which the children learn to become eager in spotting and identifying.
- Children's use of punctuation is assessed through dictation and independent writing tasks.
- In key stage two the whole class feedback session is used to highlight and address punctuation misconceptions from children's writing.
- Children are taught to proofread their writing for punctuation mistakes.
- Working walls are used to display information to help children with their punctuation.

Vocabulary and grammar

At Blackwater we believe that developing children's vocabulary daily, systematically and with high expectations is key to their success. We do this through:


- Regular vocabulary gathering prior to writing. Children are taught to use thesauruses, Ninja books and 'Descriptosaurus' (in Key Stage Two) in order to be able to use ambitious vocabulary in their writing.
- During writing sessions, teachers will 'magpie' impressive words and phrases from model texts and children's work to display on working walls and encourage their use.
- Staff model using high quality vocabulary in their writing. This is verbalised during shared writing, children are constantly prompted to offer powerful vocabulary to the shared writing process.
- Grammar is taught during the shared writing process. Staff constantly 'drop in' grammatical terminology to the writing process, such as 'I am thinking of an adjective I could add into this sentence to make it more descriptive,' or 'I am looking for a synonym for cold.'
- Definitions of the grammatical terminology being taught are displayed on working walls alongside examples of them applied to writing, including in the children's writing.
- Whole class feedback sessions in key stage two are used to address misconceptions in grammar.
- Writing lessons begin with a short vocabulary /grammar 'warm up' which is relevant to current learning in the class and feeds into the shared write. All children contribute to this session, often writing their contributions on mini white boards. Children are never passive during this session but active and engaged.


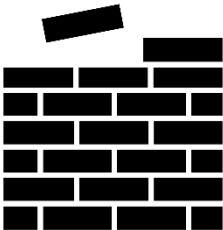
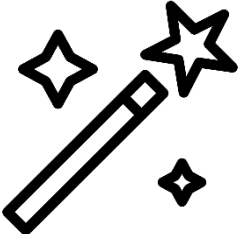
The writing process: shared and independent writing

The writing process at Blackwater is broken into four key stages. Central to this process is exposing the children to high-quality written texts on which to base their own written work. These texts are chosen to ensure that a wide variety of genres and styles are covered. Central to this process is the development of children's vocabulary and their application of ambitious language into their own written work.

The four stages of writing are outlined below. These are displayed in the classrooms on writing working walls and communicated to the children at each stage so they are aware of the requirements of each lesson.

In key stage one, these stages are condensed into an individual daily lesson structure that will involve an element of text analysis, before moving on to shared writing and eventually an independent writing task.

Stage	Writing Process
<p data-bbox="263 1624 422 1646">Initial Write</p> 	<ul style="list-style-type: none"> ● Children are provided with a visual stimulus or initial idea for a piece of writing and given time to freely write in that genre or style. ● This stage is to establish what the learners already know about the writing genre and what they are already capable of in terms of grammatical elements relating to the genre. ● Teachers will then assess this piece and use it to inform the construction phase of the writing process.

	<ul style="list-style-type: none"> • Whole class feedback is shared with children through the use of WAGOLLS at the start of the construction phase.
<p>Deconstruction / Analysis</p> 	<ul style="list-style-type: none"> • This stage is designed to expose the children to high-quality examples of the text genre they are studying. • Two texts are analysed and compared to identify key structural and language features that will form part of their independent writing. • Key phrases and sentences are 'magpied' during these sessions and added to the class working wall for future use. • Success criteria specific to the genre are created by the class as they begin to identify key similarities between the text.
<p>Construction</p> 	<ul style="list-style-type: none"> • This is the longest stage of the writing process and involves the construction of children's final writing outcome. • Key genre-specific grammatical elements that we identified as essential after the initial write are taught explicitly before being applied within the context of the final writing outcome. This allows the learning journey to be personalised to the children in the class. • All lessons are contextualised to the writing focus of the topic and the children's independent finished piece. • Children will take part in shared and paired writing during this stage to begin building a strong bank of ideas for their final independent written draft which will happen at the end of the construction phase.
<p>Reconstruction / Editing</p> 	<ul style="list-style-type: none"> • Once the children have completed a first draft of their written piece independently they have the opportunity to review what they've written and begin editing their work. • Peer feedback is used to support children in identifying areas of improvement in each other's work. This is structured through the use of S.W.A.N.S (Strengths, Weaknesses, And Next Steps). • WAGOLLS are used at the beginning of each writing session to provide whole class feedback and clear examples of successful written work. • Edits to work are completed in green pen or using 'editing flaps' if whole paragraphs are being redrafted. • Children end this stage by redrafting and 'publishing' their finished piece of writing.

- At Key Stage Two WAGOLLS are celebrated during whole class feedback and used to encourage children to edit and improve their writing. We have high expectations

for all and celebrate the fact that WAGOLs can come from any child in the class, despite their ability level. All children can succeed in writing at Blackwater.

Writing across the curriculum

- All our writing links to our learning in other subjects, whether it has a Science, history, R.E., P.E, basis.
- Children write independently in Science and R.E. once a term.
- There will be evidence of children's writing in the writing books and topic books.

Assessment of writing

- Children's final independent pieces of writing, published in their writing portfolios, are assessed by their class teacher against the genre specific checklists from Grammarsaurus and the National Curriculum for writing.
- Teachers provide termly summative assessment of children's attainment which is reported to the writing lead and Head Teacher.
- Pupil progress meetings and subject leader data analysis is used to track the progress of individuals.
- Children complete the NFER grammar, punctuation and spelling assessments 3 times a year.
- Writing at reception, year two, year 4 and year 6 is moderated with colleagues from the multi-academy trust at least once a year.

Disadvantaged/struggling writers

- Teachers regularly conduct a shared write with children who are struggling with the concepts being taught.
- Precision teaching for spelling. Groups of children are taught spelling patterns in additional groups. They are taught spellings alongside the phonics taught in Little Wandle reading, including catch up sessions at key stage two.
- Some groups are taught spellings from previous years' Spelling Shed.
- Class dictations are differentiated to assess children on the spelling and punctuation they are using and in order to plan next steps to move the learning on.
- Adults make use of multi-sensory spelling techniques when working with groups.

Statement of Impact

At Blackwater, our children have learned that they can all be successful in writing. Through the use of high-quality model texts and the introduction of a scheme of work which links closely with their class reading books, the children are immersed in the writing process and demonstrate a clear love of writing.

Our children learn to love words; playing around with them, experimenting with them, learning new words and dropping them into their talk, role play and writing. The adults model using ambitious vocabulary and our children pick this up and learn to have high expectations of themselves.

We all have a firm understanding that the more opportunities children have to write, with fun and interactive writing lessons, alongside high expectations, the better they will get at writing. This is evident in children's contributions to writing lessons, our school environment and in children's writing.