



Writing at Wylde Green Primary School

“There is something delicious about writing the first words of a story. You never know quite where they’ll take you.” Beatrix Potter

Writing is a foundational skill that enables individuals to communicate effectively. It supports the development of critical thinking so that we may organise our thoughts logically and present them coherently to others. Writing is a form of self-expression and a vehicle for creativity which allows us to explore and express our individual identity, experiences and emotions.

At Wylde Green Primary School, we are eager for our pupils to become competent, confident and accomplished writers. Our writing curriculum is designed to support pupils’ understanding of a range of key skills, relating to **spelling, punctuation and grammar** (referred to collectively as **SPaG**). These skills are taught within the context of the three main genres of writing: **fiction, non-fiction and poetry**. As pupils progress through the school, the SPaG skills they learn become increasingly complex and children are taught to adapt these to a wider range of writing styles and audiences.

Early Writing – EYFS and KS1

Throughout pupils’ time in Reception and KS1, there are regular opportunities for pupils to develop their writing skills. To begin with, an emphasis is placed on pupils being able to communicate their ideas verbally. This supports pupils in the composition of simple sentences. Stories, nursery rhymes and poems are regularly shared with pupils so that they become familiar with the structure of narratives. The retelling of favourite stories and events provides pupils with a purpose for writing, whilst finger games prepares them with the necessary fine motor skills. Pupils engage in a range of preparatory writing activities based upon a shared class book. These activities may include the use of puppets, small world characters, role-play and hot-seating, in order to generate ideas for writing in the form of simple phrases and sentences. We also develop pupils’ fine motor and gross motor skills to support with the physical demands of writing.

As part of the process, we provide pupils with words to use in their writing, in the form of word mats. Providing words or phrases to start their sentences really helps pupils to feel confident to begin the writing process. Different sentence starters are provided according to the style of writing that is being taught. The writing tasks set relate to the stories and topics which interest the pupils in Reception.

As pupils move into KS1, hourly lessons are structured and the following aspects of writing are covered:

- Introduction of new vocabulary.
- Recap on prior learning.
- Teaching of new skills and knowledge.
- Oral composition of sentences.
- Practise of new learning.
- Throughout lessons, tasks are split into manageable chunks and practised regularly.

Children in KS1 will be expected to write simple sentences, including punctuation. Each half-termly narrative and non-fiction books, which are often linked to the year group’s topic, are used as a stimulus for writing. Grammatical skills are further developed with pupils gaining a greater familiarity with the classification of word types and concepts such as phrases and clauses. By the end of KS1, pupils develop their skills sufficiently so that they can begin to write their own descriptions of characters and settings and compose narratives and

non-fiction pieces of writing based on stories and events that they already know. In addition, teachers prepare children for the writing process by modelling ideas to support learning.

Transcription skills in EYFS and KS1

The process of transcription is an integral part of the writing process and is comprised of two key elements: **spelling** and **handwriting**. Spelling and letter formation is taught explicitly in daily phonics sessions through Little Wandle Letters and Sounds Revised (the systematic synthetic phonics scheme used at Wylde Green). In addition, pupils are given further spelling practice through continuous provision (in Reception) and in English lessons (in KS1). From Year 1, there is a discrete spelling lesson and there is a weekly spelling test. Handwriting is taught at least once a week in EYFS and KS1. These lessons focus on letter formation as well as the physical elements of transcription such as fine and gross motor skills, and pencil grip. Letter formation is also practised during phonics lessons. As well as discrete handwriting lessons in KS1, handwriting skills are regularly reinforced in English lessons so that pupils develop a cursive writing style.



Writing in KS2

Pupils' writing skills continue to develop as they progress into KS2. All writing continues to be focused on a half-termly fictional piece of work, which is the stimulus for all forms of writing. These high-quality pieces of fiction are read to the children within English lessons and as part of their daily Story Time. Through carefully sequenced planning, grammatical skills, new vocabulary and punctuation are taught within the hour-long English lessons. Using these skills, the children develop their understanding and learn how to compose longer pieces of work within the parameters of an increasingly diverse range of text types. This allows pupils to further develop their individual creativity as well as increasing their versatility and writing stamina.

Vocabulary – new words introduced each week. Pupils hear the words within the context of a sentence. Pupils verbally practise the words within sentences and modelled pieces of writing include the newly introduced vocabulary. Strengthening pupils' understanding of vocabulary is reinforced through our reading curriculum and the books that are shared with pupils in English lessons, Book Talk sessions and our class reading books.

Transcription skills in KS2








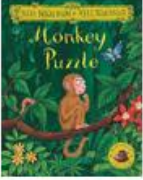




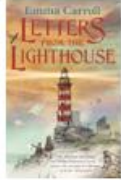


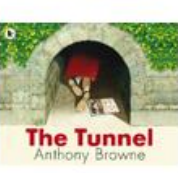

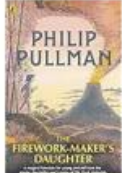



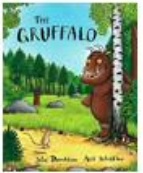
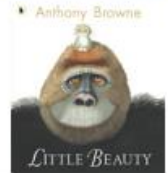
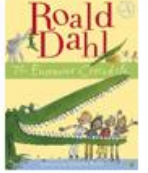
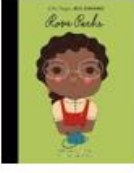

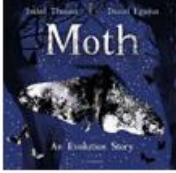



Pupils in KS2 have a discrete spelling lesson once a week. In addition, they are given spelling lists to learn which they are tested on weekly. Handwriting lessons continue throughout KS2 and we use [Letterjoin](#) to teach the fundamental skills required to write neatly and join letters cursively. Where pupils' handwriting is at a sufficient standard of neatness, they are issued with a pen licence and given a handwriting pen or fountain pen. Pupils are given regular opportunities to publish the longer pieces of writing which they have composed. During these sessions, teachers continue to model handwriting techniques to further support pupils.

Writing assessment

From Year 1, all children's writing is assessed termly. Teachers use their professional judgement to assess which key skills pupils have acquired. The information from these assessments is used to support future planning for each year group. In Year 6, pupils take the statutory end of Key Stage 2 assessments (known as SATs) in which there is a forty-five minute SPaG assessment paper and a separate spelling test. Writing at the end of KS2 is assessed by the Year 6 teachers and is subject to a moderation process.

Autumn Term – Writing stimulus across the whole school

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Julia Donaldson 	Anthony Browne 	Roald Dahl 	Cressida Cowell 	Vashti Hardy 	Onjali Q Rauf 	Katherine Rundell 
						
						
						

Tips for supporting writing with your child at home

Supporting your child's writing at home will have a positive impact on their literacy skills. You support your child in many ways and, listed below, are a few suggested ideas.

- **Keep a stock of writing supplies** – pencils, crayons and notepads.
- **Encourage your child to write a journal** – writing a daily entry is therapeutic and a great way of recording thoughts and feelings.
- **Write postcards and letters** – encourage your child to write messages and notes to relatives and family members.
- **Retell or re-write recently read stories** – orally retell a story or use storyboards to help structure a narrative you have recently read together and enjoyed.

Below are a few selected online resources, which you may find useful with supporting your child's reading at home:

- [National Literacy Trust](#) – activities for parents, carers and families, including a virtual school library.
- [BBC Bitesize](#) – resources for a range of levels of reading development, including interactive games, videos and resources.
- [Oxford Owl](#) – a very useful resource with tips on handwriting, vocabulary, spelling and how to support your child to develop their creative writing skills.
- [National Handwriting Association](#) – advice and tips on how to develop and improve your child's handwriting, including free resources.