

## ENGLISH – Writing

Writing for children is an  
art in itself, and a most  
interesting one

Enid Blyton

## INTENT

St Alphege aims to engage and inspire children to write and create a love of writing. Our aim is to ensure every child, regardless of their background or potential difficulty, leaves our school with a positive attitude towards writing and has the ability to write with confidence. Children are inspired to write from an early age through the use of a range of exciting stimulus. Many writing activities are based around high-quality, rich texts which are explored through a variety of ways to engage and excite children. We aim to provide children with a range of writing opportunities to allow them to become familiar with a variety of writing purposes. The children are encouraged to choose to write throughout their day and take pride in their finished pieces. At St Alphege, we love to provide children with the opportunity to mimic familiar texts and write creatively using their imaginations.

## IMPLEMENTATION

Writing opportunities are planned to be fun and interactive! From Nursery to Year 2, children are given opportunities to explore a key text, film or other stimulus in great detail before completing a writing task based on it. The FANTASTICs, based on Jane Considine's scheme are introduced and used throughout the school to provide children with a consistent approach and familiar symbols.



At St Alphege, building the enjoyment and willingness to write is paramount therefore we use the week to build on skills and become excited about our writing before completing one written task per week. The structure of our writing lessons allows the children to become increasingly familiar with the stimulus, practise vocabulary and skills in a practical way, plan their writing then follow their plan to write. This ensures all children have had the opportunity to verbalise their ideas which alleviates 'blank page' fear.

The structure of the weekly writing lessons are as follows:

### Day 1 – Hook lesson

The first lesson introduces the stimulus for the week and the children have the time to unpick illustrations, use drama to act out stories and become excited about the learning for the week.

### Day 2 – Vocabulary / skills lesson

Next, the children will have the opportunity to learn and practise skills needed for their end goal. This could be practising particular spellings or playing games to embed certain learning, for example plurals that may be used within their writing task. The activities are

planned to be interactive and fun and children may be practising these skills in sand, chalk, outside or through drama.



### Day 3 – Planning lesson

After becoming familiar and engaged with the stimulus and be aware of the vocabulary, skills and spellings required, the children will have the opportunity to plan their writing. At St Alphege we use the FANTASTICs as a prompt for our planning. They are an acronym that helps the children with different aspects of writing in order to help them to develop ideas. Planning can be done practically, as a whole class or individually depending on the task.



### Day 4/5 – Writing lesson

The children will then use their planning to complete their weekly written task. The children are increasingly familiar with the stimulus, the vocabulary, skills and their planning by this time and have a good knowledge and understanding of their written task. We aim to allow all children to succeed in writing and therefore children write in small chunks throughout their lesson. This allows for adaptive teaching to ensure all children are making the progress suited to their needs.

### Early Years

Whole class shared writing is modelled by adults and children's written tasks are completed in small groups to ensure adequate support and scaffolding is given during early stages of writing.

### Key Stage 1

In Year 1 the children will continue to write in small, adult led groups which progressively lead to whole class writing lessons by the end of the year.

Year 2 complete most writing tasks as a whole class and begin to learn to edit their work.

## IMPACT

Writing throughout the school years is fun and engaging, which in turn leads to effective, creating and confident writers.

### Early Years

Children in Early Years learn to write in a free and explorative way. The children will:



- Give meaning to marks they make as they draw, write and paint.
- Recognise different stories and their features.
- Write initial sounds in words.
- Segment words in order to write sounds they can hear.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use some identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Write their own name and other things such as labels, captions.
- Attempt to write short sentences in meaningful contexts.

By the **end** of Reception, children will have been taught to and will be expected to:

- Use their phonic knowledge to write words in ways which match their spoken sounds. They will also write some irregular common words.
- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Key Stage 1

Throughout Years 1 and 2, children will be more comfortable and confident writing in a more formal manner. Children will learn to write in a number of different and exciting ways for different purposes.

Throughout Year 1 and Year 2 children will learn to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Leave spaces between words
- Joining words and joining clauses using 'and' 'because' and other conjunctions.
- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for nouns



By the **end** of Year 2, children will have been taught how to:

- Segment spoken words into phonemes and represent these by graphemes, spelling
- Differentiate between phonemes and know which to use when writing them
- Use and write common exception words
- Use and write some common homophones
- Spell some words with contractions
- Use the possessive apostrophe (girl's, man's, dog's)
- Add suffixes to spell longer words including -ment, -ness, -ly, -less, -full
- Write for different purposes