

The Teaching of Writing

Intent

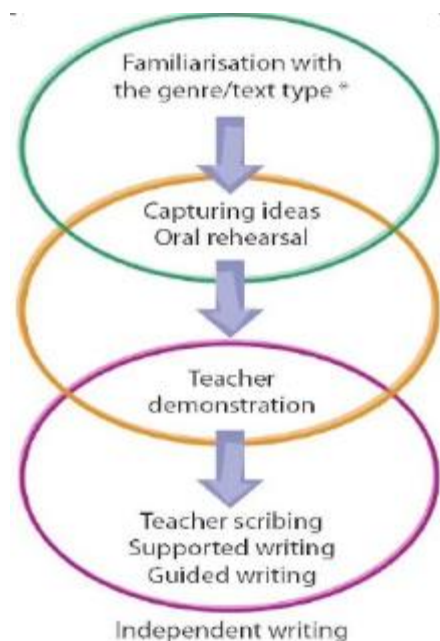
At Osbourneby through careful structured teaching of phonics, spelling, handwriting, grammar, vocabulary and genre we strive for every child to leave our school with the confidence and ability to write to inform, persuade or entertain.

Implementation

We teach writing through a clearly defined teaching sequence that begins with cold writing to find out what the children already know. These pieces are also provide independent examples of writing for the purposes of assessment (including statutory assessment in Y2 and Y6). Examples of the text are studied to unpick the key features and a shared success criteria is built. A number of strategies might be used to develop ideas and vocabulary including drama, images, films and oral rehearsal of sentences. Teachers will model writing and may use slow write to hold the hand of the writer at the point of write. Children are taught how to edit and improve their writing with 'purple polishing pens' through a number of strategies including peer/partner editing and editing stations. Sometimes (but not always) children will be required to produce a final finished piece of presentation quality.

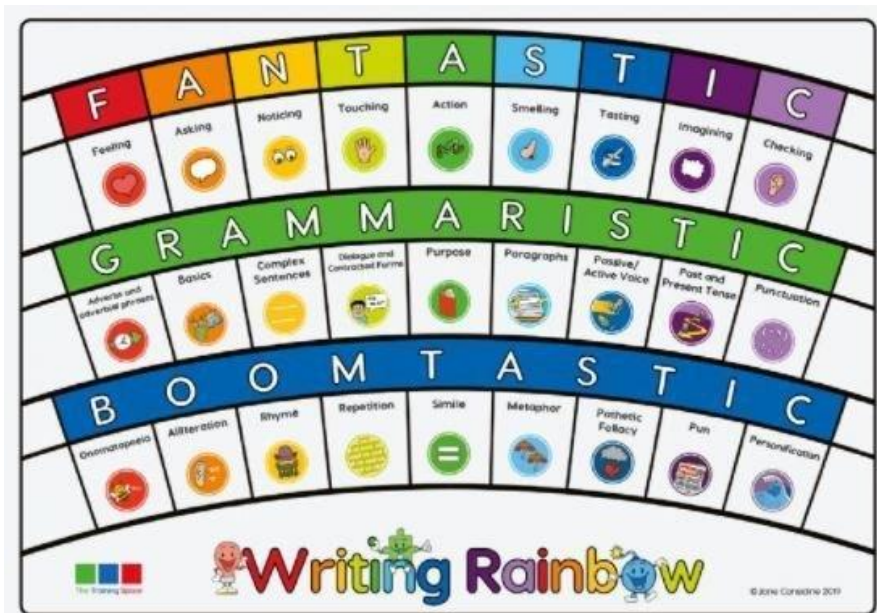
At the end of the genre we would expect the children to revisit the genre in another piece of writing. This might be through a non-core subject in topic books or it might be in English books utilising the same genre but a different topic so that we can see if the children are able to apply their learning. For example, after a teaching a unit of 'explanation' in an English lesson, pupils might be required to write an explanation in a Science lesson applying the skills taught.

Grammar is taught both discretely in grammar lessons and applied in writing lessons.



The genres are carefully selected for each class and revisited over time. To ensure progression, we have a 'genre progression' document which identifies text, sentence and word level knowledge that should be taught in each genre, in each year group, in addition to key punctuation and useful vocabulary.

We use the writing rainbow developed by Jane Considine as a tool to provide our children with the vocabulary to discuss writing.



This links to the reading rainbow that we use as a basis for how we discuss books which supports children in making links between their reading and writing.

Handwriting

Right from the beginning writing is always modelled on lined paper so that children can see how letters sit on the line. Children will be taught the tripod grip and we use 'dough disco' and other fine motor activities to improve muscle strength. In KS1 children will have dedicated handwriting books. As teachers model writing they will join digraphs. From Year 1 children will join digraphs and the vast majority of children will be confidently using fully joined writing by the end of year 2.

Vocabulary

At Osbournby we realise the importance of furnishing children with a rich vocabulary. We do this by drawing careful planning of opportunities to teach vocabulary both in English and through other subjects where we identify key vocabulary to be taught. We aim children to develop a passion and love of words. We do this through:

- Vocabulary book marks
- Display in classrooms
- Explicit teaching of vocabulary in English lessons & reading lessons
- Explicit teaching of vocabulary across the curriculum as identified on knowledge organisers.

Impact

- Comparative judgment indicates that generally our children are working at the expected standard or beyond.
- Children are able to use writing across the curriculum.
- Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards.



The English Curriculum