



"Whatever you do, work at it with all your heart" *Colossians 3:23*

Writing

Intent

Writing is a crucial part of our curriculum at Huby. By the end of Year Six, we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of spelling, punctuation and grammar (SPaG). We believe all pupils have the potential to become fluent writers on a number of topics throughout the curriculum, using highly developed vocabulary and writing techniques to extend details or add description. At Huby, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

Implementation

Across the whole school, writing is linked to current class topics, giving context and purpose to all writing tasks.

EYFS: In early years, the focus is on developing the pre-writing skills children need to become fluent writers later on in life. Children have ample opportunities to hone their fine motor skills, which are crucial for building up the correct hand muscles which allow for successful writing later on.

Writing opportunities are provided in almost every provision area (both inside and outside) and through a variety of media, enabling children to explore mark making in different contexts. Writing is also explored through whole class guided writing sessions and daily phonics lessons, where children begin to learn correct letter formation, writing words and short sentences.

KS1: Writing is taught as whole class lessons often using Talk4Writing and is linked to books and current class topics. Each unit of writing can last 1-2 weeks and culminates in a final piece of writing where children can showcase all that they have learnt within that unit. From Year 2 Grammar and Punctuation are taught both discretely and within the context of the unit of writing. Grammar, punctuation and spelling are taught both discretely and within the context of the unit of writing. We use No Nonsense Spelling and No Nonsense Grammar and Punctuation.

KS2: Writing is taught through carefully planned and delivered whole class lessons often using Talk4Writing. Teachers use audience and purpose as a framework to model, scaffold and develop independent writing for specific effect. This is often drawn from elements in reading lessons or cross curricular learning from various disciplines. Each unit of writing lasts about 2 weeks and culminates in a final piece where children can showcase all that they have learnt within that unit. Grammar, punctuation and spelling are taught both discretely and within the context of the unit of writing. We use No Nonsense Spelling and No Nonsense Grammar and Punctuation. Once handwriting is consistently fluent and well joined, children write in pen in upper Key Stage as they prepare for Year 6 and transition to writing at secondary school.

Spellings – these are taught according to the National Curriculum. Spellings in KS1 are given out weekly in the home-school book and are tested the following week. From Year 2 we use No Nonsense Spelling to plan and teach spelling lessons. We use SpellingShed to support spelling teaching.

Marking and feedback – all marking follows the Hubby School marking policy.

Assessment – teachers use their professional judgement to determine if children are working at age-related expectations. Any children working below expectations are quickly identified and interventions are put in place to encourage them to achieve their potential.

Key Stage	Breadth of study
EYFS	Contexts in relation to the EYFS profile
Key Stage 1	<p>Narrative</p> <ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. <p>Non-Fiction</p> <ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write non-chronological reports. <p>Poetry</p> <ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks.
Key Stage 2	<p>Narrative</p> <ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. <p>Non-Fiction</p> <ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally. <p>Poetry</p> <ul style="list-style-type: none"> • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).

