

Writing at Pilgrims' Way Primary School

Writing in the Early Years

In Term 1 of Reception, our children participate in the **Story Dough** process. From Term 2 onwards, they are invited to enter **Drawing Club** sessions across the week. In Drawing Club, the children are motivated by a book, a tale or an animation that their teacher is enthusiastic and excited about.

As soon as is appropriate, our Year R children spend time learning the foundation skills of **transcription** including **handwriting** and **spelling**. This is explored in a number of ways, such as dictation or shared writing, so to reduce the cognitive load for the child.

Throughout Year R, opportunities to explore mark making and writing are part of the **learning environment** and **continuous provision** across the year.

Writing in Year 1

In Term 1 of Year 1, our children continue to attend Drawing Club sessions across the week. The children also continue to develop their transcription skills. From Term 2 onwards, our children then follow a range of **Curious Quests**. This is an immersive adventure into Story, poetry and make believe. Curious Quests use short carpet sessions, group work and open-ended stimulus/activities to build on the foundations of Drawing Club.

Throughout Year 1, opportunities to explore mark making and writing are part of the **learning environment** and **continuous provision** across the year.

Writing in Year 2 – 6

All writing needs a **purpose** and an **audience**. Our children are **motivated to write** by this purpose.

Our children learn to write to **Inform; Persuade, Entertain** and **Discuss**. These purposes are not exclusive and our children learn how to combine them when appropriate.

All children, in all year groups, learn to confidently **compose, draft, edit, extend and combine effective sentences** to match their purpose, with increasing complexity. The specific skills taught, are matched to **National Curriculum Expectations** and are relevant to the purpose of their writing.

The enhanced **Writing Sequence of Learning (Writing Rocket)** shows the stages involved in the teaching, learning and creation of writing outcomes for our children. The stages can be re-ordered, repeated, reduced or expanded, depending on the purpose and motivation of the writing and **formative assessment** of children's learning during the sequence.

Grammar, Punctuation and Spelling is taught and practised as part of the sequence of learning so that our children become familiar with the purpose and apply it in a relevant context.

Each year, our children **publish six pieces of writing** that they have purposefully worked on through the Writing Sequence of Learning. Their published work is presented in their **Writing Journal**, as well as being displayed or presented in a way that matches the original motivation and purpose (see below)

for examples of this). Work, such as a narrative, is written directly into the Writing Journal or a high-quality copy is made to record in the journal.

The **Writing Journal** stays with the child through their school journey and provides the opportunity for their work to be celebrated, for the child to reflect on their progress and for moderation evidence.

Our children produce at least one additional writing outcome each term to support their development of a particular skill or skills. This writing also has a clear purpose but is not published. This means a set of skills can be explored over a number of sessions and then built on as part of a publishing cycle later in the year.

Examples of purposes, audiences and motivations:

- Article for a class newspaper, magazine or webpage.
- A performance to a specific audience.
- A contribution to a class library or anthology.
- A letter to a real/historical/fictional person.
- A campaign for a specific issue (school based, local, national or international).
- Enterprise project – raising money for...
- A debate.
- Recounting an experience, visit or event.
- Entering a competition.
- Presenting learning from the Foundation curriculum.
- Reporting on an event (fictional or real)
- Instructions for a game, recipe, dance or other activity that they have tested and proved.
- Autobiographical or Biographical (real or fictional subject).
- Critically reviewing an event, book, film, song etc.
- Extended or adding chapters for a class reader or other familiar text.
- Creating text for a picture book.
- Creating plans for a character.
- From the viewpoint of a character or historical figure.
- From their imagination.
- Retell parts of a familiar story.