

# St Martin's CE Primary School and West Butterwick CE Primary School

## Writing Overview

### Intent

At St Martin's CE Primary school, we intend that all of our pupils will leave our school as highly effective communicators, in order for them to become successful global citizens. We aim to equip our pupils with the ability to write fluently for a range of purposes throughout the curriculum. We intend that our pupils will develop a rich and extensive vocabulary, excellent transcription skills and the ability to present their writing neatly, with correct spelling and punctuation. Our children develop the skills needed to produce well-organised and structured writing, which include a variety of sentence structures. We encourage our pupils to use their imagination and to enjoy their writing, and aim to instill a love of writing and an appreciation of its educational, cultural and entertainment values.

### Writing

Across EYFS, KS1 and KS2, teachers plan units of work using a 'text based' approach, to equip pupils with high quality writing skills. We have carefully selected and mapped out which high quality texts will be used for each unit of work, to ensure that all pupils have the opportunity to study and take inspiration from a wide range of text types and genres. We aim to select texts and stimulus which will inspire our pupils and cover themes which they can relate to, or will broaden their outlook and understanding of the world. Whenever appropriate, key texts link to topics taught in other areas of the curriculum, to encourage pupils to make links in their learning and to provide opportunities to 'write for a purpose'. We use elements of Pie Corbett's 'Talk for Writing' in our lessons and ensure that the writing process is modelled clearly and effectively.

### Spelling, Punctuation and Grammar

Spelling, punctuation and grammar skills are taught through a combination of discrete lessons and are also built into our text-based writing units. Whenever possible, teachers ensure that spelling, punctuation and grammar objectives are taught within a context and link them closely with an intended writing outcome. Pupils have the chance at the end of each text-based writing unit to apply the skills they have learnt in an extended writing task. Sounds-Write lessons and strategies are also used to teach coding and spelling skills, and teachers may also teach stand-alone punctuation and grammar lessons, if they have identified a need for this through assessment. Teachers use the interactive 'Spelling Shed' resources to support their teaching of spelling and to develop and track pupils' progress in becoming competent spellers.

### Handwriting

We have high expectations that what is taught and practiced in discrete handwriting sessions is applied to all writing activities throughout the curriculum. Handwriting is a taught skill that develops at different rates for different children. All teachers in the school prioritise handwriting and have high expectations for presentation across the curriculum. We follow a clear, sequenced plan for teaching handwriting.

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS)
- Correct letter formation is taught, practiced, applied and consolidated (EYFS – KS1)

- Joining is introduced, only after correct letter formation is secure and used automatically. (KS1 – LKS2)
- Joins are introduced systematically and cumulatively – see progression grid (KS1- KS2)
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (KS2)
- Once handwriting is consistently neat and fluent, children are allowed to develop their own preferred style, maintaining high standards of presentation at all times (UKS2)

By following this sequenced plan, we ensure that our children follow the requirements of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.