

## WRITING

**"I can shake off everything as I write; my sorrows disappear, my courage is reborn." Anne Frank**

## INTENT

At Balcombe we believe children should be able to confidently communicate their knowledge, ideas and emotions through writing. They will be able to draw upon a wide vocabulary to help them do so. Underpinning this will be a solid understanding of grammar and spelling to achieve accuracy when writing. Our intention is that children can write for a range of audiences, purposes and contexts, adapting their style to reflect this.

We aim for children to take pride and develop a fluent, joined handwriting style. We believe all good writers proof-read and edit so we want to develop children's independence in identifying their own areas for improvement.

## IMPLEMENTATION

Opportunities to write are found within topics and often link with other subjects or real experiences; quality texts used in class provide an excellent stimulus for writing. Teachers share models of texts with children and engage the class in lots of talk or role-play before beginning the writing process. Choice is also important so learners can feel 'ownership' of their writing, be [creative](#) and explore ideas of interest to them. Planning methods are taught so that children can structure their ideas coherently.

Whole class 'shared writing' is an important strategy where the teacher models the writing process and shows the children how to structure a piece of writing. The class join in with this to produce a shared piece that contains the features targeted.

Writing is not rushed and children are given time to come back and edit or proof-read writing to improve it, working just as real authors would do. Alongside effective feedback, children are encouraged to become [resilient](#), reflective learners.

Grammar and punctuation knowledge/skills are taught through English lessons as part of the writing process - teachers plan to teach the required skills through the genres of writing that they are teaching where possible. Sometimes teachers focus on grammar or punctuation in stand-alone lessons if they feel it appropriate or for revision purposes.

Spellings are taught in short daily lessons; we follow the Jane Considine "Spelling Book" approach (Year 2-6). The best spellers have a strong phonic brain. Therefore, phonics are placed centre-stage in our teaching of spelling. Identifying phonemes and choosing the correct graphemes, support children's development as proficient spellers in Key Stage One and Key Stage Two. We teach children to be interested in words and to have "pattern-seeking minds", collecting and grouping spellings. Each class has a 'Spell It Out' board as a focal point for learning and discussion where a collection of words and their sound associations are displayed - the words are changed fortnightly. In addition, children personalise their spelling learning by selecting a 'focus-five' words during their proof-reading sessions; they work to learn the words they have chosen, applying this knowledge in their daily writing.

## **IMPACT**

Children leave Balcombe school having gained:

- Experience of writing across a range of genre
- Wide vocabulary to use in their writing
- Knowledge of how to adapt their writing based on context and audience
- An ability to apply their knowledge of spelling rules and patterns taught
- An understanding of grammar and punctuation that will enhance their writing
- A sense of enjoyment and satisfaction from the writing process