



South Gosforth First School
'Roots to grow and wings to fly'

Whole School Writing Strategy

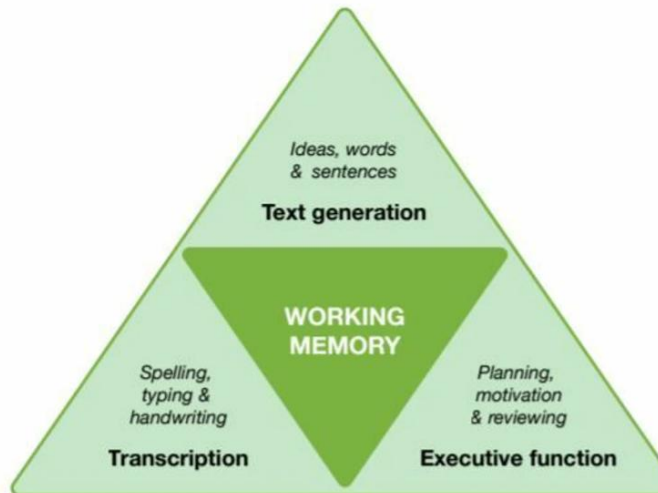
We aim to develop writers with:

- A secure understanding of phonics, grammar, spelling and punctuation and the ability to apply this to their independent writing
- Fluency and accuracy when writing
- Knowledge of an extensive and rich vocabulary
- The understanding of the craft of writing
- The skills to write across a wide range of curriculum areas in order to develop an extensive knowledge of the world
- The motivation to write for pleasure and enjoyment

The Simple View of Writing

At South Gosforth First School, we use 'The Simple View of Writing' model to inform our writing provision across school.

Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).⁵⁶



Yearly Aims & Expectations

Transcription, Dictation & Handwriting

Nursery

- **Physical Development**

Physical Activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for both play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools. With feedback and support from adults, allows children to develop proficiency, control and confidence.

- **Literacy**

Writing involves the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Reception

- Write recognisable letters, most of which are correctly formed.

Year 1

- Pupils can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Pupils can form letters correctly and confidently.
- Pupils can hold writing implements easily and correctly so that bad habits are avoided.

Year 2

- Pupils can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Pupils can revise and practise correct letter formation frequently.
- Pupils can write with a joined style as soon as they can form letters securely with the correct orientation.

Year 3 & 4

- Pupils can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Pupils can use consistent joined handwriting throughout their independent writing
- Pupils can write with increasing fluency with which will, in turn, support their composition and spelling.

Spelling & Phonics	<u>Nursery</u> • <u>Physical Development</u> Physical Activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for both play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools. With feedback and support from adults, allows children to develop proficiency, control and confidence. • <u>Literacy</u> Writing involves the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). <u>Reception</u> • Pupils can spell words by identifying sounds in them and representing the sounds with a letter or letters. <u>Year 1</u> • Pupils can apply simple spelling rules and guidance when writing independently. <u>Year 2</u> • Pupils can apply simple spelling rules and guidance when writing independently. <u>Year 3 & 4</u> • Pupils can spell new words correctly and can apply their knowledge of spelling rules and patterns effectively. • Pupils can understand and apply the concepts of word structure. • Pupils can use their knowledge of spelling in order to use dictionaries efficiently.
‘Talk for Writing’ (Including Composition, Punctuation & Grammar)	<u>Nursery</u> • <u>Physical Development</u> Physical Activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for both play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools. With feedback and support from adults, allows children to develop proficiency, control and confidence. • <u>Literacy</u> Writing involves the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). <u>Reception</u> • Write simple phrases and sentences that can be read by others.

	<u>Year 1</u> • Pupils can understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. • Pupils can recognise sentence boundaries in spoken sentences and can discuss their own writing and what it means. • Pupils can use some of the distinctive features of Standard English in their writing. <u>Year 2</u> • Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. • These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. • Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. • Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. • Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. <u>Year 3 & Year 4</u> • Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. • Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. • Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.
Fostering a Love of Writing	<u>Nursery</u> • Scribble Matters • Fine and Gross Motor in CP • 'Squiggle While You Wiggle' • 'Dough Disco' <u>Reception</u> • Scribble Matters • 'Dough Disco' • 'Play Projects • T4W Units and Internalising Key Story Structures <u>Year 1, Year 2, Year 3 & Year 4</u> • Love of Writing Project – Live Tales • Free Writing Activities • Love of Writing Books – Stimulus (AI) • Authors & Poet Visitors into School



Writing in Nursery



Transcription & Handwriting	• Pupils will take part in daily 'Squiggle While You Wiggle' sessions. This is an Early Writing Program which uses dance and large movements to help children develop the fine muscle control they need for writing. The children learn a new gross motor movement every few weeks to a piece of music and then transfer these movements to floor level and use writing tools (crayons, pens) to make marks. • Pupils are then encouraged to think of the letters that they can form using these shapes. • After the children have completed the 'Squiggle While You Wiggle' program, they will begin daily 'Dough Disco' sessions. Dough Disco is a fine muscle exercise which helps children to develop strong muscles in their hands to enable them to write effectively. • During Dough Disco, the children will mould play dough in time to music and perform different actions such as rolling it into a ball, flattening it and squeezing it. • During the Spring Term, the children will be introduced to our whole school handwriting scheme 'Letter Join'. The children will complete three sessions a week focusing on patterns. At the start of each session, the children will complete a gross motor and fine motor skill warm up and will then practise a different pattern using whiteboards and pens. • From the Spring Term onwards, children are encouraged to find their own name card and practise writing their name on their own paintings and pictures. • In the Summer Term, children will have daily name writing practice on whiteboards as a morning job as they arrive in Nursery.
Spelling & Phonics	• Pupils will participate in a whole class daily phonics session based on 'Little Wandle' – Letters & Sounds Revised - Foundations for Phonics. • Children will be taught one sound each week. • In each daily session, games will be played to learn the sound, practise articulating the sound and identifying it in words. • Oral blending will be taught every day to build children's confidence and focused listening and attention. • Children will be taught to blend CVC words and a wider range of words using oral blending of objects and during play. • In each session, the children will play a selection of oral blending games with a focus on awareness of sounds in general.
Dictation	
'Talk for Writing' (Including Composition, Punctuation & Grammar)	• 'Talk For Writing' approaches to the teaching of reading and writing will be introduced in the Spring Term. • This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories. • At its heart is an enjoyment in reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures. • From using this approach as one of the teaching strategies in Nursery, pupils will start to learn off by heart a range of story structures and vocabulary.
Fostering a Love of Writing	• Writing and mark making opportunities are readily available in all areas of learning across the Nursery classroom using a variety of open ended resources. • Pupil's writing and mark making is celebrated and displayed in the classroom. • Scribble Matters – pupils will take part in a weekly Scribble Matters session. This can be based around a story or a theme that the children have been learning. The teacher models drawing of a picture linked to the theme and orally describes what they are drawing as they model it. The pupils then draw their own picture (either copying the teacher's example or drawing their own). The pupils then describe their picture to an adult and the adult scribes exactly what the child has said. They then help to develop the children's vocabulary by adding detail and description as to what they can see in the child's picture.



Writing in Reception



Transcription & Handwriting	- For the first half term (Autumn 1) the children will participate in daily 'Dough Disco' sessions. Dough Disco is a fine muscle exercise which helps children to develop strong muscles in their hands to enable them to write effectively. - During Dough Disco, the children will mould play dough in time to music and perform different actions such as rolling it into a ball, flattening it and squeezing it. - As the children are introduced to each new phoneme in their daily Phonics sessions, they will learn the handwriting rhyme for the grapheme and learn how to form each letter. Each letter will be practised daily during the Little Wandle Phonics session and also during the daily Literacy Linked Activity. - The children will also participate in three handwriting sessions per week following the Letter Join handwriting scheme.
Spelling & Phonics	- Pupils will participate in a daily phonics session based on 'Little Wandle' – Letters and Sounds Revised. - Each day, the pupils will practise writing words containing the grapheme that is being taught that day. - Within the daily phonics session, pupils will practise writing a selection of tricky words.
Dictation	- During the daily phonics session, the pupils will listen to a dictated sentence containing words with the new phoneme and some tricky words. The pupils will then write the sentence individually on their whiteboard. - Once a week, pupils will write a dictated sentence linked to the model text for the unit of work.
'Talk for Writing' (Including Composition, Punctuation & Grammar)	'Talk For Writing' approaches to the teaching of reading and writing will be introduced from Autumn term. - This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories. - At its heart is an enjoyment in reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures. - From using this approach as one of the teaching strategies in Reception, pupils will start to learn off by heart a range of story structures and vocabulary through creating a story map. - Pupils will then innovate their story map and retell the new version of their text.
Fostering a Love of Writing	- Writing and mark making opportunities are readily available in all areas of learning across the Nursery classroom using a variety of open ended resources. - Pupil's writing and mark making is celebrated and displayed in the classroom. - Pupils will engage in a weekly 'Play Projects' session which enables the children to be creative, collaborative and follow their own learning trajectory. Each session, pupils plan their own Play Project and throughout the year, become more confident and independent writers.

Writing in Year 1



Transcription & Handwriting	- Pupils will engage in three handwriting sessions per week which will follow the progression of letters in the Letter Join scheme. - Pupils will revise the handwriting rhyme from Little Wandle for each letter as they form it.
Spelling & Phonics	- Pupils will participate in a daily phonics session based on 'Little Wandle' – Letters and Sounds Revised. - Each day, the pupils will practise writing words containing the phoneme that is being taught that day. - Within the daily phonics session, pupils will practise writing a selection of tricky words.
Dictation	- During the daily phonics session, the pupils will listen to a dictated sentence containing words with the new phoneme and some tricky words. The pupils will then write the sentence individually on their whiteboard. - At least once a week, pupils will write a dictated sentence linked to the model text for the unit of work. The sentence will include at least one tricky/high frequency words and phonemes which the children have been introduced to during their phonic sessions.
'Talk for Writing' (Including Composition, Punctuation & Grammar)	'Talk For Writing' approaches to the teaching of reading and writing will be one of the teaching strategies within each unit of writing throughout the year. - This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories. - At its heart is an enjoyment in reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures. - From using this approach as one of the teaching strategies, pupils will continue to learn off by heart a range of story structures and vocabulary through creating a story map. - Pupils will then innovate their story map and retell the new version of their text. - The pupils will then plan and write their own story based on the text type they have been learning during the independent application phase. Editing: There will be opportunities for pupils to edit and improve their writing built into the teaching sequence and again after a piece of writing has been quality marked. This will be done as a shared activity as a whole class and not independently and will be carefully modelled.
Fostering a Love of Writing	- Throughout the year, pupils will engage in termly whole school 'Awe and Wonder' weeks which will provide the children with new and exciting opportunities to write. - Our writing curriculum is supported by high quality texts and creative lessons, which support the motivation element of the simple view of writing. Half termly units are carefully planned to expose pupils to a wide range of writing styles and genres, including non-fiction, narrative and poetry. - Educational visits (Live Theatre, Northern Stage,) and author and poet visitors into school provide unique experiences for pupils and exciting stimuli for writing.

Writing in Year 2



Transcription & Handwriting	- Pupils will engage in three handwriting sessions per week which will follow the progression of letters in the Letter Join scheme. At the beginning of the year, this will be reinforcing printed letters already taught, before moving on to introducing joins in order for the children to learn cursive handwriting. - Pupils will revise the handwriting rhyme from Little Wandle for each letter as they form it.
Spelling & Phonics	- All pupils will access Little Wandle Spelling for Year 2. This builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence. The programme provides a seamless link from the core Little Wandle programme to teaching spelling in Year 2. - Pupils will engage in 4 spelling sessions a week and practise writing words containing the phoneme being taught that day, as well as a selection of tricky words. - Any pupils who have not passed their phonics screening check in Year 1, or are not fully fluent in reading words with the Phase 5 GPC's, will continue to have daily phonics sessions using 'Little Wandle' Keep Up Sessions to fill the gaps in their phonological awareness.
Dictation	- During the daily phonics session, the pupils will listen to a dictated sentence containing words with the new phoneme and some tricky words. The pupils will then write the sentence individually on their whiteboard. - At least once a week, pupils will write a dictated sentence linked to the model text for the unit of work. The sentence will include at least one tricky/high frequency words and phonemes which the children have been introduced to during their phonic sessions.
'Talk for Writing' (Including Composition, Punctuation & Grammar)	'Talk For Writing' approaches to the teaching of reading and writing will be one of the teaching strategies within each unit of writing throughout the year. - This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories. - At its heart is an enjoyment in reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures. - From using this approach as one of the teaching strategies, pupils will continue to learn off by heart a range of story structures and vocabulary through creating a story map. - They will learn about the key features of the text type by creating a tool kit and will complete a 'boxing up' activity to help them to internalise the structure of the writing. - Pupils will then innovate their story map and retell the new version of their text. - The pupils will then plan and write their own story based on the text type they have been learning during the independent application phase. Editing: There will be opportunities for pupils to edit and improve their writing after a piece of writing has been quality marked. Pupils will be provided with a checklist, directly linked to the toolkits and objectives for that unit, which will identify the skills that the children need to include, edit or improve within their writing.
Fostering a Love of Writing	- Throughout the year, pupils will engage in termly whole school 'Awe and Wonder' weeks which will provide the children with new and exciting opportunities to write. - Our writing curriculum is supported by high quality texts and creative lessons, which support the motivation element of the simple view of writing. Half termly units are carefully planned to expose pupils to a wide range of writing styles and genres, including non-fiction, narrative and poetry. - Educational visits (Live Theatre, Northern Stage) and author and poet visitors into school provide unique experiences for pupils and exciting stimuli for writing.



Writing in Key Stage 2



Transcription & Handwriting	Pupils will engage in three handwriting sessions per week which will follow the progression of letters in the Letter Join scheme. The children will continue with the sessions from the point they reached at the end of the previous school year.
Spelling & Phonics	- Children who did not pass the Phonics Screening Check resit in Year 2, or any new admits who have not received Phonics teaching prior to joining the school, will receive discreet weekly phonics teaching catch up sessions. - Pupils will follow the Whole School Spelling Strategy to ensure the progression of spellings throughout the year. Each week, pupils will be introduced to a spelling pattern and will learn how to spell 10 words which follow this pattern. Pupils will be assessed on the spelling of these through writing a range of dictated sentences. - Pupils will engage in two spelling sessions a week which will follow the format below: <u>Structure of a Spelling Lesson</u> <u>Introduction:</u> Introduce the spelling pattern for the week. ↓ <u>Brainstorm:</u> Brainstorm words that contain that spelling pattern. ↓ <u>Model:</u> Teacher model writing of words containing the spelling pattern. Spot the pattern in the words. Identify the pattern using sound buttons. ↓ <u>Games:</u> Play a 1 or 2 games to practise spelling words with the pattern being taught. ↓ <u>Word Practice:</u> Say aloud 2 words with the new spelling pattern. Sound talk and build the words. Children to practise writing the words in their book. ↓ <u>Sentence Dictation:</u> Dictate a sentence containing two words with the new spelling pattern to the children. Children to write the sentence in their book.
Dictation	As well as writing dictated sentences using the spellings of the week, pupils will write at least one dictated sentence in one subject per week to support sentence composition. This may be in an English lesson or on any other foundation subject session.

'Talk for Writing' (Including Composition, Punctuation & Grammar)	• 'Talk For Writing' approaches to the teaching of reading and writing will be one of the teaching strategies within each unit of writing throughout the year. • This is a systematic approach to children learning internalised text structures and vocabulary which they can then innovate to create their own stories. • At its heart is an enjoyment in reading stories out loud and developing an understanding of rhythm, rhyme and simple story structures. • From using this approach as one of the teaching strategies, pupils will continue to learn off by heart a range of story structures and vocabulary through creating a story map. • They will learn about the key features of the text type by creating a tool kit and will complete a 'boxing up' activity to help them to internalise the structure of the writing. • Pupils will then innovate the model text and retell the new version of their text. • The pupils will then plan and write their own story based on the text type they have been learning during the independent application phase. • Editing: There will be opportunities for pupils to edit and improve their writing after a piece of writing has been quality marked. Pupils will be provided with a checklist, directly linked to the toolkits and objectives for that unit, which will identify the skills that the children need to include, edit or improve within their writing.
Fostering a Love of Writing	• Throughout the year, pupils will engage in termly whole school 'Awe and Wonder' weeks which will provide the children with new and exciting oportunities to write. • Our writing curriculum is supported by high quality texts and creative lessons, which support the motivation element of the simple view of writing. Half termly units are carefully planned to expose pupils to a wide range of writing styles and genres, including non-fiction, narrative and poetry. • Educational visits (Live Theatre, Northern Stage) and author and poet visitors into school provide unique experiences for pupils and exciting stimuli for writing.