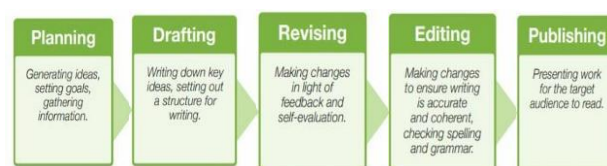


Writing Process

At the heart of our writing curriculum is to **write for a purpose and audience**. We want our children to be enthused by writing so they develop the drive and motivation to produce well-written, detailed writing that is well-thought out, meaningful, engaging and interesting and impacts on the reader. We ensure children are taught the structures of English – grammar, punctuation and spelling through our teaching sequences. Our **writing cycle** follows a **4 stage cycle**: **Stage 1 – hook; Stage 2 – Explore; Stage 3 – Develop and Stage 4 Write**. As part of our writing process, we use the EEF guidance in Stage 4.



Spelling

Children in Reception and Year 1 are taught spellings through the **Little Wandle Revised Letters and Sounds programme**.

In Year 2, we use **Little Wandle Spelling**, which builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence.

We use the **No Nonsense Spelling** programme to teach spellings in **KS2**. Children have 5 discrete spelling sessions (completed on a two-week cycle), which focus on spelling rules, strategies and skills the children need to become confident spellers. Children have the opportunity to *learn* spellings, including statutory words, common exceptions and personal spellings.

Grammar

We want our children to develop a deep understanding of punctuation and grammar so this is taught through our writing sequences in **KS1 onwards**. The children have the opportunity to identify; practice and consolidate grammatical understanding through our chosen texts.

Teachers teach the required punctuation and grammar skills from our **Writing Knowledge Skills Ladders**. They do this by linking the skills to the purpose of writing to make it more connected with the intended writing outcome. Teachers also focus on particular grammar and punctuation skills as discrete lessons and there are opportunities provided for children to practise and revise these skills as part of daily **SPaG Starters**.

Vocabulary

As a school, we use **'Word-Gap Strategies'** to teach **Tier 2 and 3 vocabulary** in our reading and writing lessons so children have an understanding of language.

These specific words are taught to the children as part of the lesson and referred to throughout a sequence of writing. In other subjects, **key vocabulary** is identified prior to teaching and throughout the teaching cycle, these are referred to and definitions are taught and discussed.

There is also the expectation that children use this vocabulary independently in their own discussions and work. Children are encouraged to expand their vocabulary through reading and the use of thesauruses.

Intervention

We recognise that from time to time some children may need **additional support** in writing. We monitor all children's progress and attainment closely, and deliver intervention, if needed. Writing support may be needed in all aspects of writing, such as guided writing, modelled and editing.

Some children will have individual targets with a focus on writing as part of their **ITP targets**.

Writing in a nutshell at Regents Park



Writing across the curriculum

We want our children to see writing as transferable, therefore we plan opportunities for them to write across the curriculum so they can apply what they have learnt independently.

We believe that writing attainment can be supported by a focus on writing across the curriculum and that, by writing for different purposes and in different situations, can improve children's writing.

Handwriting

At Regents Park, we believe it is important that children are taught correct letter formation right from the beginning of their time at school. We want our children to have neat, legible and joined handwriting by the time they leave school.

In EYFS, children are taught letter formation through the **Little Wandle Revised Letters and Sounds programme**. They are taught letter formation as part of their daily phonics lesson and separately as part of their handwriting sessions. They also use dough disco to develop their fine motor skills.

In KS1 and KS2, handwriting is taught through the **Nelson Handwriting Scheme**. We teach handwriting daily either during our English lessons or at a separate time during the day.

Text-based Teaching Sequences

We use a consistent approach in the planning and teaching of writing at Regents Park from EYFS to Year 6. We have a **text-based approach** to our writing using high quality literature, (fiction, non-fiction and poetry) which forms part of our **Reading and Writing Spine**. The texts used in school reflect the topics we are teaching across curriculum areas as well as introducing children to new texts which reflect our diverse society. Through our chosen texts, we want to **engage, inspire and motivate the children with their writing and to develop a rich vocabulary**.

Each year group has a **yearly overview** of the **writing purposes**, both narrative and non-fiction, including the coverage of the **key genres** which are taught across school.

Writing for Pleasure

At Regents Park, we want our children to become passionate and successful writers. This is why we have a whole-school approach on developing children's creative writing skills. All children from Y1 –Y6, have a writing journal, where they can write about anything that interests them.

EYFS

In EYFS, we use **Helicopter Stories** to support the writing process. HS is rooted in storytelling and drama. It involves scribing stories from the children and then supporting them to act it out their narratives. We aim to enhance the children's speaking and language skills through this approach.

Assessment

We plan in various opportunities for children to complete independent writing either through the unit of writing they are doing or through other curriculum areas. This independent writing is an opportunity for children to apply the writing skills they have learnt to different contexts.

Teachers will assess these independent pieces of writing using our **Writing Assessment Tick Sheets**. At the end of each term, teachers use the Writing Assessment Tick sheets to show what a child can do across a range of writing, which then feeds into their teacher assessment judgements.

We also take part in **writing moderation**: within year groups and across school; with our consortium schools and through our local authority.