

Writing at Whitehouse Primary School

Our Writing provision aims to equip pupils with the necessary skills to become confident writers who can form, articulate and communicate their ideas effectively.

Big Ideas



Transcription (spelling and handwriting) - spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).

Composition (articulating ideas and structuring them in speech and writing) - forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.

Vocabulary, grammar and punctuation - increasingly wider range of vocabulary and grammar, understanding nuances /relationships between words; gives more conscious control and choice over language.

Content and Sequencing

EYFS Overview

EYFS framework Curriculum Areas of learning based around Development Matters. These areas cover the knowledge and skills which build the foundations for successful learning and future progress. Our Two Year Olds and Rising Threes provisions have a strong emphasis on Prime Areas of learning.

For KS1 and Ks2

We use the National Curriculum Programmes of Study for writing and grammar. Progression of skills.

Spellings and Handwriting:

National Curriculum Programmes of Study for Spellings and Handwriting to support assessments. We use 'Penpals' handwriting scheme.

Composition

Alongside the National Curriculum, we use Talk4Writing to plan sequences of written work.

Vocabulary

Teachers teach specific Tier 2 vocabulary. Tier 3 vocabulary linked to the foundation subjects can be found in each unit's Knowledge Organisers.

Links with Other Subjects

- High quality texts linked to cross curricular learning
- Vocabulary
- Reasoning and inference skills linked to subjects
- Non-fiction writing

Pedagogy

Varied

teaching and learning activities.

Thoughtful sequencing of content

Specific teaching of vocabulary



Progress

- Regular assessments carried out by RWI Leader to ensure gaps are filled.
- Regular formative assessment and assessment for learning ensures spelling gaps are filled.
- Progress and attainment through regular monitoring of books.
- Opportunity for revisiting content or apply learning to a wide range of genres and audiences



Support



For staff:

- National Curriculum
- RWI CPD and resources
- Talk4write CPD and networks
- Power of Reading texts and planning suggestions

For Pupils:

- Quality first planning and teaching in first instance to meet all needs
- Scaffolding provided for more difficult tasks
- Provide models to support independent work
- Texts/ resources chosen which are accessible for pupils