






<p>Writing at Whitehouse Primary School</p> <p>Our Writing provision aims to equip pupils with the necessary skills to become confident writers who can form, articulate and communicate their ideas effectively.</p> 	<p>Big Ideas </p> <p>Transcription (spelling and handwriting) - spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).</p> <p>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.</p> <p>Vocabulary, grammar and punctuation - increasingly wider range of vocabulary and grammar, understanding nuances /relationships between words; gives more conscious control and choice over language.</p>	<p>Content and Sequencing</p> <p>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 Hast 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.</p>	
<p>Links with Other Subjects</p> <ul style="list-style-type: none"> • High quality texts linked to cross curricular learning • Vocabulary • Reasoning and inference skills linked to subjects • Non- fiction writing 	<p>Pedagogy</p> <p>Varied </p> <p>teaching and learning activities.</p> <p>Thoughtful sequencing of content</p> <p>Specific teaching of vocabulary</p>	<p>Progress</p> <ul style="list-style-type: none"> • 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  	<p>Support </p> <p>For staff:</p> <ul style="list-style-type: none"> • National Curriculum • RWI CPD and resources • Talk4write CPD and networks • Power of Reading texts and planning suggestions <p>For Pupils:</p> <ul style="list-style-type: none"> • 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