



## Oare CofE Primary School's Writing Curriculum

### **Intent**

*Why do we teach this? Why do we teach it the way we do?*

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

### **Implementation**

*What do we teach? What does this look like?*

In Reception, children are immersed in a language rich environment, with stories at the core of their learning and the Early Years Curriculum. Even before they can write, the children are securing their understanding of words and their meanings through 'Picture Power'. The **FANTASTICs** are used to focus the children's areas about what can be seen, igniting their senses and broadening their vocabulary. The children are also taught ambitious word choices through '**Word Collecting**' activities.

Once the children can segment sounds, they begin to label the pictures they see with words and soon they use these words to form sentences. The children are supported to apply their phonic learning to their writing, follow a simple sentence structure and to use basic punctuation. Not only do the children hear stories, they soon become authors themselves. They begin '**Sentence**

**Stacking'** connecting ideas about characters to create stories. By the end of their Reception year, the children are already on their journey as writers.

Children follow a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The planning of these is based on the teacher's assessment of the children's learning needs. An individual lesson is based on a sentence model, broken into three separate chunks:

1. **Initiate** section – a stimulus to capture the children's imagination and set up a sentence.
2. **Model** section – the teacher close models a sentence that outlines clear writing features and techniques.
3. **Enable** section – the children write their sentence, following the model.

Children are challenged to '**Deepen the Moment**' which requires them to draw upon previously learnt skills and apply them to their writing during that chunk.

'**The Write Stuff**' approach also reinforces grammar through the use of the three zones of writing:

- The **FANTASTICS**; an acronym that summarise the ideas of writing. This allows children to identify the nine elements that all text types are comprised of. The **FANTASTICS** help children to sharpen their understanding of their own and other's writing by encouraging them to be observant and reflective.
- The **Grammar Rainbow** is a classroom tool that enables the teacher to drive key grammar messages. They cover the national curriculum requirements, capturing the broad spectrum of key grammar knowledge. Discrete grammar lessons are also taught to ensure specific grammar knowledge is taught and revised. A grammar route-way is used to ensure consistency and progression through the school.
- The **BOOMTASTICS** which helps children capture the ten powerful ways of adding drama and poetic devices to writing. They help children to structure their work, teaching them to showcase their writing voice, demonstrate originality and to take risks.

## Spelling

At Oare Primary School, spelling is taught regularly in focused sessions within each class. Learning to recognise the high frequency words on sight is crucial in developing fluency and accuracy in reading and then writing. High frequency words are the words that appear most often in printed materials. Some of the high frequency words are referred to as '**tricky words**', as the children are unable to use their phonic knowledge to decode every part of the word. Once children are confident in reading and spelling high frequency words, they are taught spelling rules and are encouraged to apply these rules in their writing.

Class teachers use '**No Nonsense Spelling**' to support with the teaching of the different spelling rules and this can then often be used as homework for children when applicable. Spellings are sent home in each year group as part of the children's homework; children are tested on these words in their weekly spelling tests.

## **Impact**

*What will this look like?*

By the time children leave our school they will:

- Make good progress
- Have a love for writing and write for enjoyment
- Be able to produce written work in all areas of the curriculum to a high standard
- Be confident to write for a range of different purposes