

Writing Intent

At Beit Shvidler we want our children to:

- Understand that writing is composed of many different skills.
- Become proficient in planning, composing and reviewing their writing.
- Have handwriting that is clear, fluent and legible.
- Feel confident to use purpose appropriate grammar, punctuation and spelling for each writing task.
- Have an understanding of the different purposes, audiences and features of different genres of writing.
- Take great pleasure in the creative act of writing.

What will our children achieve in writing by the time they leave Beit Shvidler?

- Be able to communicate effectively using the written word for a range of purposes.
- Know how effective a well-chosen word or phrase can be.
- Have enthusiasm and curiosity about new words and expanding their vocabulary.
- Know how to plan, draft and edit before publishing a piece of work.
- Become independent spellers and use a wide range of grammatical devices, aware of the effects they achieve.
- Have handwriting that is fluent, automatic and clear.

The 'Purpose for Writing' approach

We take a 'purpose for writing' (Michael Tidd, 2016) approach which encourages children to see a real reason for their writing. Each 'purpose' has several associated genres which the children re-visit across the school year and across the year groups in general.

The four purposes are:

- Writing to entertain
- Writing to inform
- Writing to persuade
- Writing to discuss

Each key stage writes to the following purpose:

Years 1 and 2: Writing to **Entertain** and to **Inform**

Years 3 and 4: Writing to **Entertain**, **Inform** and **Persuade**

Years 5 and 6: writing to **Entertain**, **Inform**, **Persuade** and **Discuss**

Our long-term plan for writing:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Red	Red	Yellow	Yellow	Red	Red
Year 2	Red	Red	Red	Yellow	Yellow	Yellow
Year 3	Yellow	Red	Yellow	Red	Red	Green
Year 4	Green	Yellow	Red	Yellow	Red	Yellow
Year 5	Yellow	Red	Green	Red	Red	Blue
Year 6						

Text types covered with each purpose:

	Entertain	Inform	Persuade	Discuss
Years 1 and 2	Story descriptions Re-telling Poetry	Recount Letter Instructions Report		
Years 3 and 4	Story descriptions Re-telling Poetry Play script	Recount Letter Instructions Report Explanation Biography Newspaper report	Advert Letter Speech Poster	
Years 5 and 6	Story descriptions Re-telling Poetry Play script	Recount Letter Instructions Report Explanation Biography Newspaper report Essay	Advert Letter Speech Poster	Balanced Argument Review Article

Why do we use this approach?

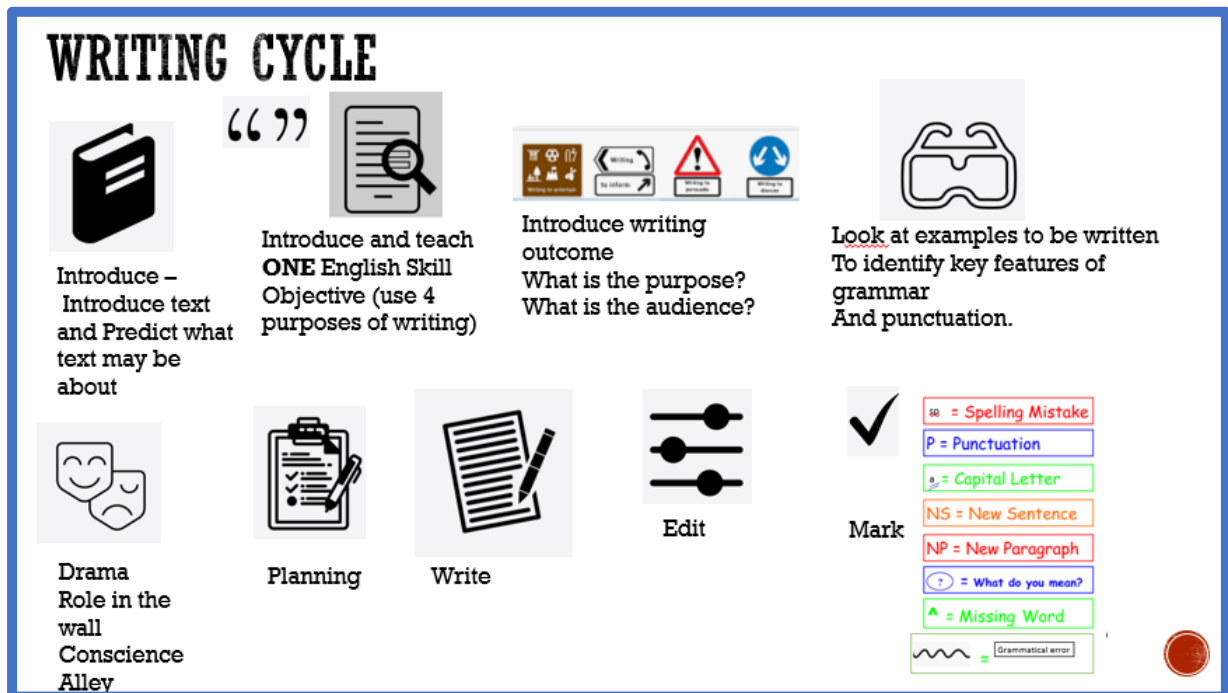
A purpose driven approach gives pupils a real context and reason for writing. It also enables them to see the genres within each purpose and understand more about what the genre is trying to achieve. It means that genres are not taught in a vacuum and children can see the links between them. They are more likely to notice specific text features, grammar, sentence structure and punctuation that different genres share.

Please see the following guide for specific features, style ideas, grammar and punctuation linked to each genre at each key stage.

<https://michaelt1979.files.wordpress.com/2016/08/4-writing-purposes-guidance1.pdf>

Our writing process:

We follow the following writing process which is linked to the text we are reading:



Spelling

Our spelling curriculum is a natural progression of the phonics foundation that children learn in the EYFS and Year 1. Each year group from Year 2 follows a spelling progression laid out in the National Curriculum. We use the Purple Mash spelling approach where children have short, weekly spelling lessons where they are taught spelling rules and continue with their phonics learning. The spelling scheme of work fully covers the statutory requirements for spelling as outlined in the English National Curriculum (2014). In Year 1 and 2, the outlined common exception words are dispersed throughout the year ensuring complete coverage. As per the National Curriculum, in Key Stage 2, the common exception words lists are split into Years 3/4 and Years 5/6. By the end of Year 3, the children will have learnt the first 59 words on the Y3/4 statutory word list, with the remaining words covered by the end of Year 4. In Year 5, the first 58 words of the Year 5/6 list will be learnt, with the remaining words covered by the end of Year 6.

Children are taught dictionary skills and proof-reading skills. Strategies for learning spellings include: Look, Say, Cover, Write, Check; segmentation; drawing a word around the picture; drawing a shape around the word; and writing the individual letters out into a pyramid shape.

Handwriting

Currently, handwriting is the main tool by which children record and present their learning. Handwriting the letters helps a child to learn in a way that a computer doesn't and reinforces letter recognition, making reading easier. Being able to write comfortably frees a child to learn and present more. Making handwriting comfortable allows a child to be more attentive and productive. Additionally, when they have mastered handwriting, children can concentrate on what is being taught and not simply how to present it. Our aim is for children to develop good handwriting which means:

- They can produce and maintain a good speed.
- They have a fluid hand movement which is more comfortable.
- Letters are of a consistent and appropriate size, positioned correctly.
- Handwriting is legible.

At Beit Shvidler, we use the Letter join scheme, and parents can find out more information about it here:

<https://www.letterjoin.co.uk/index.html>

The scheme encompasses the main skills that children need for good handwriting. Children complete exercises and activities which develop:

- Good whole-body strength and dexterity (gross and fine motor skills)
- Understanding of direction, movement and position (spatial awareness and motor memory)
- Memory and recall how to form the different shapes of letters (visual and motor memory)
- Sitting correctly for handwriting
- Holding a pencil appropriately
- Pencil control
- Tilting and moving the paper on the desk
- Refining letter formation and position
- Joining letters to form words

Speaking and Listening

BSPS prides itself on producing pupils who are both confident and articulate. At Beit Shvidler, we have crafted numerous speaking and listening opportunities throughout the school year. These include presentation weeks, assemblies and sharing work both with their class as well as opportunities to present to other classes. The annual presentation week allows for all children to improve their oracy in the safe environment of their classroom. Presentation weeks often takes place within themed weeks e.g. world book week.