

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**

Inclusion in Writing, Speaking and Listening

At Beit Shvidler, inclusion in writing, speaking and listening means that all pupils can communicate confidently, effectively and with purpose. We maintain high expectations for every learner, ensuring all pupils access a rich, language-based curriculum.

Our curriculum is designed so that all pupils can develop spoken language, reading and writing together, recognising that oracy underpins success across all areas of learning. Learning is supported through:

- A clear purpose for writing, giving all pupils a meaningful context and audience
- Explicit teaching of vocabulary, grammar and language structures
- Frequent opportunities for discussion, modelling and rehearsal before writing.

We use adaptive teaching to remove barriers to communication, including scaffolding, sentence stems, guided talk and structured support. This ensures all pupils can articulate ideas, build vocabulary and develop fluency in speech and writing.

Our classrooms are inclusive environments where all pupils are encouraged to speak, listen and contribute. Oracy is explicitly taught and valued, supporting pupils to explain, reason and clarify their thinking. We help our pupils develop confidence to write for a range of purposes and audiences. Talk is used to support thinking, learning and understanding. Barriers to communication and language development are identified and addressed early in our school.

Where pupils require additional support, targeted interventions and personalised approaches are used to ensure they can develop communication skills and access the full curriculum.

Our long-term plan for writing:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Suggested 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:

WRITING CYCLE

KS1

Handwriting and spelling throughout and discretely

Oracy



Introduce –
Introduce text
and Predict what
text may be
about Y1 and Y2

Grammar



Introduce and teach
ONE English Skill
Objective (use 4
purposes of writing)
Y2



Introduce writing
outcome
What is the purpose?
What is the audience?
Y2

Grammar



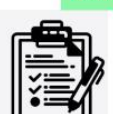
Look at examples to be written
To identify key features of
grammar
And punctuation.
Y2

Oracy



Drama
Role in the wall
Conscience
Alley Y1 and Y2

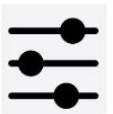
Composition



Planning
Y1



Write
Y1



Edit Y2

Read for
Sense (Y1)

✓

Mark

	Finger Spaces
A	Capital letters
^	Word missing
sp	Spelling mistake
.	Full stop
	Read comment below My teacher has spoken to me about my work.
VF	

WRITING CYCLE

Handwriting and spelling throughout and discretely

KS2

Oracy



Introduce –
Introduce text
and Predict what
text may be
about

Grammar



Introduce and teach
ONE English Skill
Objective (use 4
purposes of writing)



Introduce writing
outcome
What is the purpose?
What is the audience?

Grammar



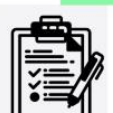
Look at examples to be written
To identify key features of
grammar
And punctuation.

Oracy



Drama
Role in the
wall
Conscience
Alley

Composition

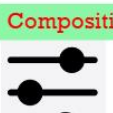


Planning



Write

Composition



Edit

✓

Mark

SD	= Spelling Mistake
P	= Punctuation
S	= Capital Letter
NS	= New Sentence
NP	= New Paragraph
?	= What do you mean?
^	= Missing Word
	= Grammatical error

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

Oracy

Please see a separate Oracy Policy.