

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 a number of 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. The success criteria for two pieces of writing within a purpose will be very similar, enabling children to practise specific writing features as they become more familiar with each writing purpose.

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:

At the beginning of each piece of writing, a front cover will explain clearly to the children the purpose of the half term's writing, and genres covered along with success criteria.

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

Collect it	Discuss and collect key language features to be used in writing
Reconstruct it	Look at examples of the genre to be written to identify key features, including features of grammar and punctuation
Plan it	Plan the writing ensuring that success criteria are met
Write it	Use the plan to write
Edit it	Using the success criteria, edit work carefully to check for key features, grammar, punctuation and handwriting.
Evaluate it	Peers to read each other's work and give comments to improve the finished piece. Teacher to share examples of work to show good features and those that could be improved.
Publish it	Once editing is complete, produce a final version of the writing to be shared where possible with a real life audience!
Celebrate it	Congratulate yourself on your fantastic writing! Share some finished work.

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, and learns spellings laid out in the statutory word lists for their year group. We use the 'No Nonsense' spelling approach where children have short, weekly spelling lessons where they are taught spelling rules and continue with their phonics learning. In these lessons, children re-visit previous spelling and phonics learning, learn rare grapheme-phoneme correspondences, look at etymology as a route to spelling, learn about morphology and apostrophes. Children are taught dictionary skills and proof reading skills. You can find the No-Nonsense spelling progression for each year group below. 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. It also 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 Teach Handwriting scheme, and parents can find out more information about it here:

<https://teachhandwriting.co.uk/parents.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

Please see below for a description of the handwriting curriculum for each year group.

Handwriting Progression by Year Group

Reception	<ul style="list-style-type: none"> • Learn pre-handwriting patterns • Begin lower-case print formation • Begin numbers 0-9 formation • Begin capital letter formation • Begin to sit correctly • Develop hand dominance • Develop pencil grip • Develop paper tilt skills
Year 1	<ul style="list-style-type: none"> • Develop lower-case print formation • Develop capital letter formation • Develop numbers and symbols formation • Sit correctly • Tripod pencil grip • Tilt paper • Begin lower case cursive formation
Year 2	<ul style="list-style-type: none"> • Develop lower case formation • Refine capital letter formation • Refine numbers and symbols formation • Begin cursive joins • Revisit sitting correctly • Revisit tripod pencil grip • Revisit paper tilt
Year 3	<ul style="list-style-type: none"> • Refine lower case cursive formation • Refine capital letter formation • Refine numbers and symbols formation • Develop cursive joins • Revisit sitting correctly • Revisit tripod pencil grip • Revisit paper tilt

	<ul style="list-style-type: none">• Begin speed and fluidity skills
Year 4	<ul style="list-style-type: none">• Refine cursive joins• Develop speed and fluidity skills
Year 5	<ul style="list-style-type: none">• Refine speed and fluidity skills
Year 6	<ul style="list-style-type: none">• Refine speed and fluidity skills