



## **What Does the Teaching and Learning of Writing Look Like at Feniton Primary School?**

The ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to construct and convey meaning in written language. Successful writers understand the social function of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and apply accurately the conventions of syntax, spelling and punctuation whilst presenting narrative in a legible form.

- Teaching is well paced and engaging based on a clear understanding of the objectives.
- The links between reading and writing are made explicit – we read as writers and we write as readers.
- There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing, independent writing and extended writing.
- Opportunities are planned for children to write with a clear purpose and audience across many curriculum areas.

### **Modelled Writing**

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

### **Shared Writing**

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

### **Supported Composition**

The pupils work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process.

### **Guided Writing**

Pupils are grouped by writing ability. The teacher works with each group in rotation during the week. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing.



## **Independent Writing**

Pupils are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if pupils are to develop their skills as writers within different genres.

## **What Does Progress in Writing Look Like Across The School?**

### Foundation Stage

As pupils in the early years work towards full participation in a Literacy lesson, they develop their understanding of print through teacher modelling during shared writing, and write themselves during guided and independent sessions. It is important that early writers do not do too much directed writing activity on their own until skill levels increase. Pupils need to have been through a process of familiarisation before moving to independent application. They have opportunities to write for a variety of purposes and audiences, and the links between spoken language, reading and writing are made explicit.



In the early years pupils have daily opportunities to experiment with different types of writing through play activities. At first they emulate adult writing, ascribing purposes to the marks they make on paper and developing awareness that print carries meaning. With time and appropriate teacher intervention they write their own names and, as their understanding of sound-symbol relationships grow, they begin to include recognisable letter shapes. They write simple sentence-like structures and attempt familiar forms of writing such as lists, labels, captions, recounts and the text types introduced by the teacher during shared reading and writing.

### **Key Stage 1**

At Key Stage 1 pupils become increasingly competent as writers. They write a range of text types (narrative and non-fiction) but their degree of control over these forms varies according to the complexity of the task. Purposes, audiences and appropriate forms are identified and, through shared and guided writing, the pupils have opportunities to plan, develop and review their writing both on paper and on screen.

They write stories of different types based on known texts, focusing on particular elements, e.g. building character profiles, ascribing appropriate dialogue to particular characters, creating recognisable settings. Poetry, rhyme and language play provide models for the pupils' own writing through adaptation, mimicry or substitution. Some of the organisational and linguistic features of non-fiction texts are evident in the pupils' own writing of recounts, reports, instructions and explanations.

## Key Stage 2

At Key Stage 2 pupils experience writing in different forms for a variety of audiences. They write for different purposes: to imagine and explore feelings and ideas, to inform and explain, to persuade and to review and comment. They also see how writing is concerned with process as well as product, being an aid to thinking, organisation and learning. They are taught to plan, draft, revise, proof read and present their writing on paper and on screen, and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites.

The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.



## Inclusion

Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SEN co-ordinator. Individual next steps for improving writing are set.

Alternative methods of recording, e.g. use of ICT, are provided to support pupils who experience extreme problems with handwriting or spelling to demonstrate their compositional skills and understanding of text.

**If you have any further questions about the teaching of writing, please come in to see and speak to your child's class teacher.**