

South Bersted C of E Primary School



Whole School Approach to Writing

Summary:

At South Bersted, we want all pupils to write for real purposes and audiences. Pupils are taught how to select vocabulary to reflect what the writing requires and organise their writing coherently for their reader. Children are inspired to write through the use of high quality texts and literature which they draw on as models for their own writing. Through our curriculum, we strongly believe in providing the pupils of South Bersted with a range the experiences and activities which inspire and motivate the pupils as authors. We believe passionately in the importance of drama, role play and performance as drivers for high quality written outcomes.

Writing at South Bersted

We see fluency and proficiency in writing as a vital skill with which we must empower our children for their future learning and employment. We recognise the crucial importance of building within our children the ability to effectively and coherently communicate through writing to a range of different audiences and for a variety of different purposes.

Children at South Bersted write for real purposes and audiences and are taught how to select vocabulary to reflect what the writing requires and organise their writing coherently for their reader. Children are inspired to write through the use of high quality texts and experiences which they draw on as models for their own writing. As well as this, the experiences and activities our curriculum provides are used as inspiration and motivation for the children's written work. We believe passionately that all our children are authors in their own right.

The Teaching of Grammar

The teaching of grammar throughout the school is well planned and sequenced and, for the most part, taught contextually. As well as the knowledge and understanding of English grammar, children are taught how to use grammatical structures to communicate coherently and effectively to their reader.

Through the use of Fast Finisher Tasks (FFT) pupils will have the opportunity to review their prior learning and consolidate their understanding of key grammatical terms. Pupils further develop their understanding of grammatical terms through their use of success criteria. At the end of a unit of work, pupils are encouraged to identify the taught grammatical features within their independent writing.

A progression of grammatical terms can be found on each year group's **Keys to Success**.

The Importance of Vocabulary

At South Bersted, we continue to refine our approaches to the teaching of vocabulary. Vocabulary can be classified under three tiers:

Tier 1 vocabulary comprises words that are learned through everyday common language use, for example *book, cat, and smile*.

Tier 2 words are those that are more prevalent in written language, contain multiple meanings and are important for reading comprehension, for example *measure, fortunate and tend*.

Tier 3 words are those that are associated with a subject specific vocabulary.

To support our pupils in broadening their vocabulary particularly within Tier 2, we use a range of approaches including Word of the Week and Word Walls. To support pupils in deepening their understanding of Tier 3 words we identify key words we expect all pupils to know through our BIG question knowledge organisers.

Approach to Spelling

Each week, pupils across the school receive an age appropriate list of spellings from the word lists from the National Curriculum's programmes of study:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

In Years 2 – 6, children receive 10 spellings each week and in Year 1 they will receive 6. All children are tested on their words on a Wednesday or Thursday. If they are able to spell a word correctly,

pupils will receive a new word for the following week. Through discrete spelling lessons, pupils are taught the spelling rules linked to their year group.

South Bersted's Approach to Writing

Think It! Say it! Write it!

Based on the needs of our pupils, we have compiled our own approach to writing which enables our children to have the tools they need to be authors. They may be presented with this approach in slightly differing ways depending on their needs, ability and age but the essence of our approach remains the same.

Our youngest pupils across the school, are supported through a Talk for Writing approach. As pupils progress into Key Stage 2, they are taught to use the more formal approach of text mapping to plan their writing.

