

# How we teach writing at High Littleton Primary School

At High Littleton Church of England Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this.

We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning. Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

In EYFS, early writing and mark making is valued in any form including emergent writing. Children are encouraged to give meaning to their marks and write for a real purpose. There is a mix of both teacher-led, including guided writing, and independent writing opportunities related to learning topics or adult observation of children's own interests.

## How we organise and sequence our Writing

### Long term plans

A long term plan ensures progression and ensures that a range of genres of writing are covered. This includes:

#### Fiction:

- Narratives (fables, myths & legends, fairy tales, adventure stories)
- Diaries
- Playscripts










#### Non-fiction

- Non-chronological reports
- Balanced arguments
- Biography/autobiography
- Persuasive writing
- Newspaper Reports
- Instructions

**Poetry** units will also be covered.

Each unit that is taught is based on either a book or a video/film which is used as a stimulus.

The FANTASTICS:

F	A	N	T	A	S	T	I	C
								
Feelings	Asking (dialogue)	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking (hearing)

The GRAMMERISTICS:

								
Adverbials	Basics	Complex sentences	Dialogue/contracted forms	Purpose	Paragraphs	Passive/active voice	Tenses	Punctuation

The BOOMTASTICS:

								
Onomatopoeia	Alliteration	Rhyme	Repetition	Similes	Metaphor	Pathetic fallacy	Pun	Personification

## Structure of a Lesson

At High Littleton, we use the **Write Stuff** scheme, which follows a method called "Sentence Stacking" which refers to the fact that sentences are stacked together chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

## Sentence Stacking

An individual lesson is based on a sentence model, broken into 3 learning chunks. Each learning chunk has three sections:

- Initiate section – a stimulus to capture the children’s imagination and set up a sentence.
- Model section – the teacher models sentences that outline clear writing features and techniques. *This involves the teacher verbally modeling the thinking process of writing.*
- Enable section – the children write their own sentence, guided by the model and are challenged to ‘Deepen the Moment’ which requires them to independently draw upon previously learnt skills.

## Experience Lessons

Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination.

## Independent Writes

Children will use the skills and knowledge that they have developed during the Sentence Stacking lessons to produce at least one piece of independent writing per term.



Sentence Stacking



Experience Lessons



Find the Shape



Sentence Stacking



Experience Lessons

## Spelling, Punctuation and Grammar (SPaG)

Punctuation and Grammar (PaG) is taught implicitly throughout sentence stacking lessons, however, explicit lessons are also taught.

## Handwriting

Children from YR to Y6 follow the Unlocking Letters and Sounds Handwriting scheme to ensure continuity and progression. A cursive script is introduced from Y2. This resource is also used for Intervention alongside Pegs 2 Paper.



## Assessment

Teachers will mark children’s work and give feedback at the point of learning. Children will make amendments to their work based on the advice given by staff using a purple pen.

Teachers assess the children’s writing on an on-going basis but will also formally assess their progress three times a year.

Individual Writing Journey books are used from YR to Y6 to show continuity and progression,

following each child from class to class. A piece of writing is added each school year in Term 2, Term 4 and Term 6..

**Additional Learning**

Interventions are bespoke to each class and will be designed in collaboration with Teachers and TAs.

Year 6 are set a weekly SPaG.com homework and misconceptions are addressed as a whole class on Friday.

Weekly spellings are set for each class to be learned and practised at home.

Nessy is used to support children with specific reading and spelling needs.