

Writing at Horncastle

At Horncastle Primary School, our aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals who are able to write for a range of purposes. We strive to give pupils the skills they need to make conscious choices with their vocabulary, grammar and punctuation. Teachers should provide a stimulating environment for children to develop their skills and achieve the best writing outcomes they can.

The development of writing cannot be seen in isolation from reading, speaking and listening/drama.

The best readers are the best writers – we read as writers and write as readers!

Our Aims and Purpose

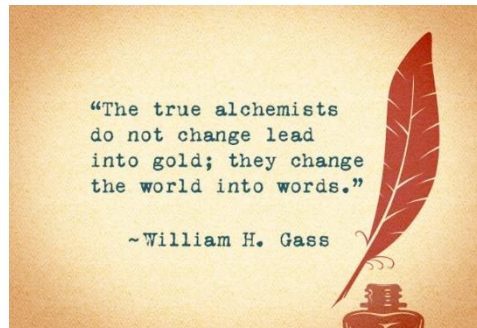
- Writing for purpose
- Fluent writers with clear and legible handwriting
- Writing makes sense
- Good command of grammar and punctuation
- Awareness of reader's enjoyment
- Accurate spelling
- Adventurous and precise vocabulary choices

How do we do it?

- Teachers will act as role models in their enthusiasm for both reading and writing by exposing children to high quality children's literature and modelling correct use of spelling, grammar and punctuation.
- Writing lessons work towards an outcome with a clear purpose and audience.
- Children with specific writing, speech and language or hearing difficulties will be identified and supported through support programmes in school.
- Strategies for reading, speaking and listening/drama form an integral part of our approach to writing.

The fundamentals

- A belief that every child can and will become a competent writer
- A focus on teaching the skills of spelling, grammar and punctuation
- Explicit teaching of vocabulary (particularly tier 2 words)
- A variety of high quality resources are used - fiction, non-fiction, pictures, poems, films and songs to stimulate writing
- Targeted interventions
- Tailored groupings where appropriate
- Up to date working walls
- 'Non-negotiables' presentation display
- Word of the Week display (taken from statutory spelling lists)
- Statutory spelling lists for year group on display
- Unit cover pages identify clear outcome, audience and purpose
- Regular handwriting sessions, modelled by the teacher



Horncastle Writing Strategies

Termly presentation lesson
2 week non-fiction block at the beginning of each term
Use of WAGOLLS
Termly SPAG focus
Shared writing
Independent writing
Word of the Week
Regular opportunities to edit and publish work
Power of Reading to teach narrative writing, supported by a variety of speaking and listening activities
RWI spelling programme at KS2

Planning

We use the 'Power of Reading' approach to teach the skills of writing fiction. Class teachers are required to choose 6 texts a year, ensuring a wide range of genre coverage across each Key Stage/Phase. The approach merges many different teaching styles and strategies and this immersion in a text leads to better outcomes for our children.

We have a whole school approach to the teaching of non-fiction genres. All classes from Year 1-6 teach the same text type at the same time. We use a WAGOLL as a model, and a termly SPAG focus that leads to practice and application in context. Through this approach, children learn, understand and use the features of the different text types. The practice and application in context lead to increased stamina and improved outcomes for our children. The progression in each text type is clearly mapped out.

How do we support our SEND learners?

- Alternatives to written recording are offered, e.g. scribing, word processing, drawing and mind maps.
- Scaffolding writing tasks e.g. sentence starters or writing frames.
- Statutory spellings and sound mats to support accurate spelling.
- Opportunities to work in small groups with adult support.