



Writing at Stanley Crook Primary School looks like...

December 2022

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Understanding the role reading plays in developing writers and the value of being immersed in quality literature

- **Develop confident writers through reading aloud** and sharing high quality texts across a range of genres, reflecting a range of writing styles.
- Choose texts that are rich in vocabulary and **enable children to comprehend beyond their own reading fluency level.**
- **Create a rich reading environment that demonstrates the written word in all forms** and shares how writing can be used for thinking, for communication and as a means of expression.
- Pupils will be **able to find their own reasons to write and develop a style that fits the purpose, audience and form intended.**



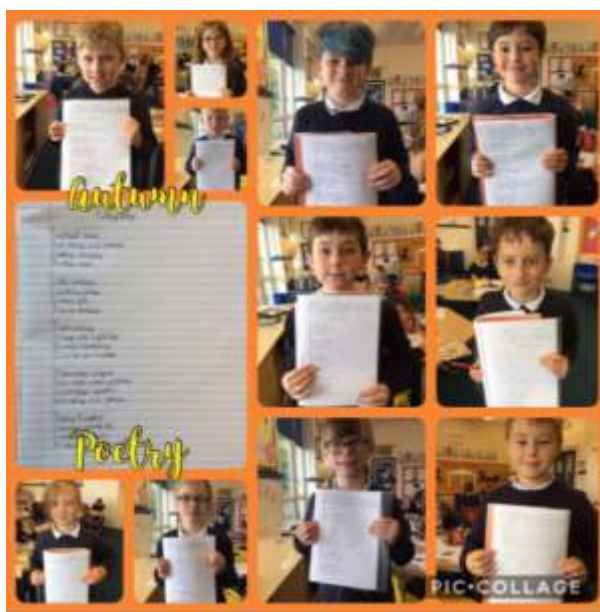
Ensure children have experience of a breadth of texts including those that are visual and digital.

- Pupils will explore a range of texts across genres **to form an understanding and appreciation of how language functions and how best to use this when writing.**
- Teachers will share rich examples of writing, both on and off the page. Including texts that **allow children to absorb the rhythms and patterns of language.**
- Texts shared will **reflect the cultural, social and linguistic diversity of the children**, as well as **introducing a world beyond the familiar.**
- Film, illustration, digital texts and performance will ensure **children can understand how meaning is conveyed.**
Through a variety of forms across narrative, non-fiction and poetry **children will begin to understand how to control and manipulate the conventions of writing** for a range of purposes.



Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader.

- Establish a culture of book talk to deepen reader responses and allow **children to explore the effect that the author of a text has created on the reader.**
- Create effective opportunities where **children see the use in their writing**; where there is a real authentic purpose and/or audience.
- Creating opportunities for writing inspired by meaningful events and experiences in texts and real life will **provide children with ways to write about their own feelings, experiences and interest with purpose in mind.**
- Provide regular opportunities for feedback and discussion to **allow children to link writing with communication.**
- **Teachers to validate children's writing with appropriate response**, focusing first on the effect that the writing has on the reader.



Develop an understanding of the craft of writing by engaging with professional authors and their purpose.

- Opportunities for children to see and learn from a professional writer's authentic writing practice **to enable them to see the process of writing.**
- Teaching to demonstrate the author and editors role, **allowing children time to plan and craft ideas**, set the scene, create character and formulate plot lines; **revising and reviewing ideas after response from others.**
- Teachers to model the planning, drafting, responding, revising and editing process in shared and collaborative writing **to demonstrate how to strengthen all parts of the writing.**
- **Teaching to consider the range of writers introduced to the children;** poets, illustrators, filmmakers and journalists show how writing is produced for an intended purpose and audience.



Understand and model the process of writing authentically.

- **Teaching to model writing 'live'**, sharing the frustrations and successes involved.
- Establish opportunities for cooperative writing that includes the teacher as a writer and allows the **children to be supported to develop their ideas, skills within the security of a group.**
- Teachers to demonstrate the act of writing, **giving children the strategies they can draw on to articulate ideas and ways to overcome difficulties faced.**
- Through teacher demonstration, **children are able to craft texts with the reader in mind and reflect critically on their own writing**



Support children to identify as writers and develop their own authentic voice

- Teaching to make writing a part of daily life linked to play, fictional and real experiences. **To engage children in writing, making them want to write and see the purpose in doing so.**
- Provide authentic contexts for writing that are meaningful to the children and **demand their active and critical engagement with the process.**
- Increase opportunities for children to explore poetry, to **provide children with a reason to write, to reflect on or capture experiences.**
- Increase purposeful opportunities and reasons to write, **children are able to develop authentic personal voice, style, stamina and range as a writer.**

Give children time and space to develop their own writing ideas.

- Provide structured writing opportunities, which **allow children to understand how the writing process works.**
- Provide children with time and space to use and **apply their learning, by writing freely for their own purpose and pleasure.**
- Provide well-stocked writing areas with a wide range of materials and media for writing including technology **to allow children to engage in wider forms of writing.**
- Provide children with free writing journals **to allow them to develop personal style.**
- To establish class writing books where children's can be published **to improve pupil confidence and motivation to write.**
- Establish opportunities for **children to share ideas and preferences.**

Use creative teaching approaches that build imagination and give time for oral rehearsal

- Encourage **children to explore ideas prior to composition** through art, drama, music, movement, and small world play, providing opportunities to **develop these ideas into extended pieces.**
- Teaching to draw on texts to stimulate writing, pausing at pivotal moments as the story unfolds to allow **children to express and discuss their initial responses.**
- Utilise book talk to **enable children to deepen their understanding** of characters and events, supporting them to **articulate ideas effectively.**
- Allow children to hear poetry read aloud, hear and see it performed and provide time for **children to perform it themselves.**
- Provide time and space for drama, **supporting children to see events from a different point of view and write in an authentic voice.**



Ensure the teaching of phonics, grammar and spelling is embedded in context

- To plan provision in Early Years so that children can write with greater focus and adult direction.
- To utilise assessment outcomes in the identification of children requiring phonics intervention in LKS2.
- Provide opportunities for **children to explore and hear a range of high texts read aloud and have opportunity for critical discussion.**
- Teachers to read authentic texts aloud to **help children hear patterns and language** for different purposes, audiences and forms of writing.
- **Create a language rich environment**, focusing on enriching vocabulary, understanding what words mean and how and why they are used.
- Increase opportunities for children to appreciate first-hand the impact of authorial choices on them as a reader, for **them to demonstrate a more assured use of grammatical structure themselves.**
- Provide a curriculum rich in rhyme, song and poetry to **foster children's phonological development** and use shared reading and writing session to **draw children's attention to the letters, sounds and spelling patterns in words.**



Celebrate writing through authentic publication and presentation across platforms

- Teams to showcase a range of publications within reading environments. Technology will be used to showcase means of digital publication
- Plan regular opportunities for bookmaking, publishing or final performance to **bring children's writing to a wider audience and create pride in finished pieces.**
- Provide opportunity for **children to have their writing read aloud**, and performed, then discussed and polished further. Providing time for the children to **consider the layout of text and illustration on the page.**
- Increase opportunities for children to act on stage, **allowing them to think about the wider elements of staging and theatrical performance that add layers of meaning**

